

## Teacher shortages get worse

by Patricia Santinelli

A call on the Government to provide adequate funds to solve the serious shortage of specialist teachers was made at the University Council for the Education of Teachers' conference this week.

Mr Norman Payne, principal of Bath College of Higher Education, said that the slight improvement in recruitment for some subjects at both undergraduate and post-graduate level was inadequate to deal with an increasingly serious situation.

"Only minor action, not reliance on the chance fluctuations of normal applications for training, can provide any hope of dealing with a situation which schools are finding increasingly worrying," he said.

Apart from additional funding a scholarship or bursary scheme was needed to start in 1981, Mr Payne said. Institutions and validating bodies should be urged to take

account of the content and ethos of relevant subjects in initial training courses.

He added that local authorities should be given funds to make greater use of retraining courses. Also more effort should be directed to appointing new entrants with appropriate qualifications in shortage subjects above the minimum salary scale.

Professor R. F. Kempe of Keele University warned that unless some strong intervention was taken to offset the cumulative shortfall of physical science teachers, there would be a major distortion in the nature of the science curriculum in the schools with inevitable consequences for higher education and industrial recruitment.

"The situation in physics is particularly worrying, not only because it has the highest number of unfilled vacancies but also because of

the high proportion of unqualified staff engaged in physics teaching," said Professor Kempe. "The 'hidden' shortage arising from the latter phenomenon is probably five times higher than the shortage arising from unfilled posts."

Professor Kempe outlined three possible complementary strategies to counteract the problem: an intensified effort to inform final year students on physical science courses about the excellent career opportunities in teaching; retraining programmes should be set up to prepare teachers in non-shortage areas for teaching physics; and greater effort should go into improving working conditions for science teachers so as to reduce high wastage.

Professor Len Cantor of Loughborough University warned of the serious shortage of craft, design and technology teachers which was likely to deteriorate further.



Titian's "Noli Me Tangere" in the National Gallery is one of the paintings by the artist discussed in an Open University programme called Titian's Technique. The programme is only one of the productions selected by Sir Haw Weldon for Open University Showcase which will be screened tomorrow night at 8.10 p.m. on BBC 2.

## South Bank's second look

A Council for National Academic Awards visiting party is to make a return visit to South Bank Polytechnic in 18 months' time, after a critical quinquennial inspection earlier this month.

Academic standards and such items as computing facilities were praised by the visiting team, which has yet to compile its full written report.

But doubts were expressed about the weak role the polytechnic's faculty structures had played in the academic decision making in the past. The polytechnic itself plans to strengthen the faculty structure's role, and the CNAA wants to see what emerges before coming to a final judgement.

The wish for an early return was initially expressed by the CNAA and polytechnic director Professor John Robinson. A major initiative in the decision was that the senior management at the polytechnic is undergoing almost a total change.

Mr Brian Nichol, one of the faculty of business, said that the Polytechnic suggested that the visiting party should be made up of people who had been involved in the development of the polytechnic.

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## Poly call

continued from page 1  
63,000 to 76,000 in 1979. Forty per cent of full-time and sandwich course students are over 21 and 10 per cent are over 25, according to the 1978-79 figures for polytechnics.

Some aspects of the Department of Education's recent decision on continuing education under attack from SCOPUS have been. But they generally welcome the initiative for the sake of importance it confers on higher training.

Mrs Carol Chetani, secretary in the department, said that the department had helped draw up the proposals for a 10-year programme to be developed in a confidential manner by the department.

The initiative involves the adoption of a completely new philosophy of training backed up by education to enable Britain to emerge as a major world power.

Although the department's willingness to accept the proposals for a 10-year programme to be developed in a confidential manner by the department.

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## Spending curbs put quality in danger, warns UGC chairman

by Ngaio Crequer

The University Grants Committee has told the Government that lack of funds means it will probably have to abandon its policy of maintaining excellence in all disciplines. In a confidential letter written by Dr Edward Parkes, chairman of the UGC, to all members of the subject sub-committees, he warns that there may be less than level

funding in the future and asks them to work out a strategy for rationalization. There may be a particular difficulty in providing funds for "well-founded" laboratories for research, he says.

The committee has concluded, and so advised the Secretary of State, that there are no longer likely to be available the resources fully to maintain the traditional policy of working towards attainment of ex-

cellence in as many disciplines as the universities might wish.

"It accepts that in the long run smaller institutions may have to concentrate their particular strengths in a limited number of fields and there will have to be more institutional collaboration," he says.

He says only the UGC can give guidance on changes to be brought in over a long period. Such changes must be thoroughly planned.

"This situation is without precedent in the recent university history because hitherto change has been possible in a system of increasing resources and increasing student numbers." From now on resources for new developments and activities will only be found at the expense of others, the letter says.

He said that each field of study would require a different approach and in some areas the problems might be more severe. An early statement will be required from each sub-committee.

Dr Parkes wants the committees' preliminary strategic views by the end of the year. Although at the beginning the will consist of general views of members, comment on particular institutions is not ruled out, and at a later stage the committees will need tactical advice on particular "hotspots".

He says that this new working "style" is a compromise which will clash with existing commitments and has drawn up a timetable for the new mechanism. In January or February the main committees will consider the implications.

It will use these and other information from the universities about subject balance and student numbers, and possible resource information from the Department of Education and Science to give the universities some central guidance.

## Economic package means double blow

by Peter David

Universities and polytechnics may have to reduce their spending plans by some £30m next year as a result of the Government's package of economic measures announced this week. But the exact size and distribution of the cuts will not be known until the end of the year and possibly later.

Higher education will suffer from two directions. The university and science budget will be hit by a reduction of 2.5 per cent (£52m) in the Department of Education's directly controlled budget of £2,000m. Polytechnics will suffer indirectly from the reductions in local government spending.

Ministers are now seeking an urgent meeting with the University Grants Committee to settle the proportion of the £52m cut will have to be borne by the universities. At present they account for £850m. The rest of the DES budget is split between the research councils (£300m), student grants (£100m), direct grant institutions (£100m), and other higher education expenditure (£250m).

Universities are unlikely to escape with less than the full 2.5 per cent cut, because the Government is thought to be committed to some protection of the science budget. If their budget is indeed cut by 2.5 per cent, the UGC will have to reduce its spending plans next year by some £22m.

The fate of the polytechnics and colleges is even more difficult to forecast, because their funds are contained within the global sum for local government expenditure, which has now had an additional 1 per cent cut imposed on top of the 2 per cent cut in next year's spending which was already planned.

If education spending is reduced in proportion with the 3 per cent cut now facing local authorities, the education service as a whole could face cuts of up to £300m, but this will depend on the decisions of individual local authorities.

Ministers do, however, exercise more direct controls on polytechnics and colleges through their power to call-in their budgets, although Education Post, the central fund which reimburses authorities for their higher education spending, is not subject to such controls.

If the Education Secretary keeps to his word, which has been local authorities during the recent bout of Cabinet meetings, local government higher education expenditure will be treated even-handedly with university expenditure—implying a cut of around 2.5 per cent.

A cut of this magnitude in the size of the AFE pool next year would reduce it from a present level of some £375m to about £350m. Mr Jack Springett, education officer of the Association of Metropolitan Authorities, said this week that a cut of that order would leave authorities providing higher education in a critical position.

● A 2.5 per cent cut in science would result in an approximate £7.8m reduction in the money spent by the five research councils and the two other recipients of its cash allocation, the Natural History Museum and the Royal Society.

At 1979 survey prices this would result in a cash cut of £4.3m in the Science Research Council's budget, although evaluation evaluations would increase this figure. The Medical Research Council would expect to lose about £1.5m.

Leader, page 31

## MSC document urges new philosophy of training

by Patricia Santinelli

Major expansion of education and training for adults and young people would "completely" transform the 10-year programme to be developed in a confidential manner by the department.

The initiative involves the adoption of a completely new philosophy of training backed up by education to enable Britain to emerge as a major world power.

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## Social Research Association alleges 'Government control'

by Charlotte Barry

Government departments are accused of exerting unreasonable control over the Social Research Association in a report published this week by the Social Research Association.

The highly critical document on terms and conditions of social research funding in Britain says that the intervention by central Government is "unacceptable".

In our view this is a dangerous trend, says the inquiry working party. Close supervision of, for example, the selection of research topics and the evaluation of research are unlikely to lead to value for money in the commissioning of research. Over time they will have a damaging effect on the nation's research competence.

The report criticises Government departments for drawing on the expertise of the research community without according them the status of independent researchers and the development of their well-being.

It recommends that three months of uncommitted time should be added to Government grants to facilitate the move from one contract to the next, thereby ensuring the continuity of research and the development of new proposals and publications.

The report expresses the fear that some bodies, such as "quangos" with limited experience of research, will adopt unnecessarily restrictive or inappropriate conditions. Guidelines listing desirable and undesirable contractual conditions would provide uniformity, it suggests.

Terms and conditions of social research funding in Britain. The Social Research Association, 35 Northampton Square, London EC1A 4AA.

It proposes that the Government should suspend all National Insurance contributions made by or on behalf of those with well established relations with a sponsor. This is

the inquiry working party. Close supervision of, for example, the selection of research topics and the evaluation of research are unlikely to lead to value for money in the commissioning of research. Over time they will have a damaging effect on the nation's research competence.

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## Contents

### Latin America



Harvey Summ and Georges Fauriol discuss the growing independence of Latin America from the United States. 11

### David Lodge

Simon Midgley talks to David Lodge, novelist, Catholic and critic. 10

### Freedom in Africa

Ali Mazrui discusses the uncertain prospects for academic freedom in east Africa. 13

### 150 years of the RGS

Andrew Goudie reviews three new books on geography past, present and future. 14

### DES under fire

In a third article on the Price report Peter Scott discusses the committee's hostility to the DES. 9

### Psychology books

Skinner, Jensen, autism and altruism are among the subjects of new books on psychology. 18-21

### North American News

Overseas News Worldwide

Books 14-21  
Science books 14, 17  
Non-fiction 22

Classified index 23  
Opinion

Union view (AUT) Christopher Price MP, Don's diary 29  
Laurie Taylor, letters 30

Leaders (Cuts, Sir Zelt University, IEA) George Ramsford 31

## Report questions contribution of sandwich courses

by Peter David

Science Correspondent  
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## NEXT WEEK

Profile of David Lodge  
All Mazrui on academic freedom in Africa  
Harvey Summ on Latin America  
Education for excellence  
150 years of the Royal Geographical Society  
Direct University  
Psychology books

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# Routine tasks 'drain education workers'

by Charlotte Barry

Too many full-time adult education workers are tied down by routine administrative tasks which prevent them from concentrating on pleasing work, Warwickshire's chief education officer told a conference in London.

Mr Michael Ridger recommended that every local education authority should have a full-time professional staff of adult educators concerned solely with identifying and responding to needs in the community.

He told the annual conference of L.E.A. chairmen and officers organized by the National Institute of Adult Education: "Too many full-time people are over-preoccupied with routine tasks, so that class sizes are under control and with the general nuts and bolts of administration."

"We can't afford this and we can't afford high rates of pay to part-time and professional people for the routine tasks done by center heads. Many are demoralized and discouraged," he said.

Instead the administration of classes providing mainstream adult education should be left to its own devices and any available resources could be used to provide clerical help.

Mr Ridger suggested that the job of the professional workers should be more clearly defined. The cost of employing them should be distinguished from general expenses and be identified clearly in adult education budgets.

The full-timers should also be more responsible for the training of volunteers. "If adult education is ever to gain the degree of public confidence that it needs and lacks

Overseas continued



Meeting Rita: Professor Godfrey Vesey (second from left), acting vice-chancellor of the Open University, and his wife (left), with the stars of Willie Russell's West End play *Edging Rita*. Professor Vesey's visit to the play was something of a business holiday, since Rita (Julie Walters) is an OU student. On the right is Mark Kingdon, who plays the part of her tutor.

## YOP's £271m expansion welcomed

by Patricia Santinelli

The long-awaited expansion of the Youth Opportunities Programme, virtually doubling the number of places available at a cost of £271m, was confirmed by Mr Jim Prior, secretary of state for employment last week.

The programme for 1981-82 will now provide 440,000 places, an extra 180,000 on targeted 1980-81 levels at an extra cost of £84m per annum. Two thirds of these places will now provide work experience on employers' premises.

The YOP is to offer opportunities to all unemployed 16-17 year olds, not just school leavers and its main aim will be to increase the provision of good quality vocational preparation for all out-of-work youngsters up to their 18th birthday.

The MSC has also been asked to offer suitable opportunities to all unemployed leavers by Christmas 1981 rather than the following Easter and within three months to other 16-17 year olds who have been registered unemployed for that period.

To support this expansion 200 additional new posts have been created which it is hoped local authorities will have filled by April next year. Project sponsors are to be given extra cash and material, representing an increase of £300 to £400 per trainee.

Sir Richard O'Brien, chairman of the Manpower Services Commission said that detailed plans would be announced until next January. "But we particularly welcome the Government's long term objective. I hope that employers, unions and the education service will support this objective by word and deed," Sir Richard said.

The new measures have been welcomed by both the National Association of Teachers in Further and Higher Education and the British Youth Council. But both are critical that no target date for achieving the longer term aim of developing a proper scheme of vocational preparation has been set. The NATEFHE says that resources for its implementation have been made.

## NELP talks delayed

Any decisions on North East London Polytechnic's controversial development plan for the rest of the century have been put off until early next month.

The powerful governors' policy and resources committee had been expected to weigh up the plan, which implies withdrawal from one of the three main premises and closure of at least one department, at its meeting last week. It had been asked to consider, in addition to the plan which emerged from a one-day seminar involving the unions and a strong critique from leading academic staff.

Instead, at the end of a wild meeting it was agreed to pass the whole question on to the full meeting of polytechnic governors on December 5.

The plan deals almost exclusively with building development and allocation of space but staff feel it assumes two crucial policy decisions: a withdrawal from Willemore Forest, where the departments of environmental studies and architecture are situated, and a decision to provide enough accommodation to provide enough accommodation at Newham and Barking.

Next month's major meeting is also almost certainly going to be approval to the first batch of some 20 lecturers who have volunteered for premature retirement. The eligibility of the 28 others who have already expressed interest in the scheme is to be discussed by polytechnic and NATEFHE officials.

## European Spacelab delivery date

A move, hailed as "a milestone in European United States space cooperation", is to be celebrated today in Bremen, Germany, when the official delivery of the first model of Spacelab, the orbital laboratory, to the American National Aeronautics and Space Administration.

In the next few weeks, the Spacelab model will be transported to the Kennedy Space Center, Florida. There, it will be used to test the launch, flight, and landing of the orbiter, which will be used to launch other Spacelab models.

The construction of Spacelab by the European Space Agency and the United States-European Space Agency is a joint venture.

# Genetic engineering plan dropped

from our North American editor WASHINGTON

Harvard University has dropped its highly publicized proposal to help set up a genetic engineering company. President Derek Bok indicated that he had decided against the idea because many faculty members strongly opposed it as a threat to open academic research.

"The preservation of academic values is a matter of paramount importance to the university, and creating a company of this kind would create a number of potential conflicts with these values," Dr Bok said. "After consulting with the faculty, I have concluded that Harvard should not take such a step, even on a limited experimental basis unless we are assured that we can proceed without the risk of compromising the quality of our education and research."

However, the Harvard Corporation, the university's governing body, has left open the possibility that it might take part in a commercial venture at some future date if its faculty members do not let their traditional values be put at risk.

"If so, the university might obtain a badly needed source of additional funding to strengthen its teaching and research while also leading the public through having the translation of basic knowledge into useful products and services," Dr Bok said. "I therefore believe that the university should continue to consider various means of participating in ventures of this kind. For the time being, however, we will not own stock directly in such a venture but will rely on a traditional licensing arrangement for use of patents."

Last month the Harvard administration told members of the faculty that it was considering a proposal to form a company to commercialize its professors' discoveries in the budding field of recombinant DNA genetic engineering. The university would have held 10 to 15 per cent of the stock, the remaining shares would have been divided between three or four venture capitalists, the company's scientific staff and molecular biology Professor Paul Fitchner, who wanted Harvard to be a partner in the exploitation of his research.

Dean Henry Rosovsky and President Bok asked faculty members to "state" the pros and cons of the proposal and to make clear that the proposal had far more serious opponents than supporters.

Harvard's John Woodland Haskins was one of several faculty members to write President Bok a protest letter about the plan. "The whole matter is a violation of the role of the university in our society," he wrote. "I don't see anything can come of it. The university would no longer be a disinterested organization. It would be in everything we do, in our laboratories, in our scholarship, in our teaching, in our research, in our life."



Harvard University: "threat to open research"

The critics raised many objections. Most serious was the potential conflict between the secrecy required in a business venture and the university's commitment to a free and open exchange of information. This danger arises whenever a faculty member is involved in the commercialization of research, but it is heightened if the university itself has a direct stake in the venture.

Many academics were worried about the difficulty the university might have in handling issues such as promotion, salaries, and laboratory space, with faculty members who were both business partners and employees. Others were concerned that Harvard professors would be discredited if they spoke out about a controversial issue, such as genetic engineering, in which the university had an immediate financial interest.

Yet another set of objections revolved around the possible distortion of effect of the proposed company on the direction of research at Harvard. Would graduate students experience subtle pressures to concentrate on work holding greater commercial promise? Would the university's participation in the company seem to encourage professors to take part in outside business activities?

The minority who supported the proposal focused on the financial benefits it would bring Harvard. To judge from Wall Street's overreaction a few weeks ago when the first genetic engineering company, Genentech, offered shares to the public, many investors expect gene splicing to explode into a multi-billion dollar industry.

The normal way for a university to exploit a faculty member's discovery is to patent it and then license an outside company to commercialize it. Potentially income of this sort is reckoned to be in the millions. The potential revenue from a direct stake in the invention's exploitation.

Harvard's decision to resist financial temptation may set an example for other research universities, including Stanford, Yale and Michigan, which have been wondering how they can decently make money out of recombinant DNA research.

## Students ignore hearings

More than half of the 7,700 Iranian students whom the United States government and Naturalization Service wants to deport have failed to appear for deportation hearings in the country, it appeared to do so.

The new order is "unfair and discriminatory," said immigration lawyers. "What they have done is set up a system whereby all those poor Iranian students who can't make the bond will end up in jail while the rich ones get to walk the streets, said one."

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# The end of the 'Roosevelt New Deal era'

from Clive Cookson WILLIAMSBURG

The election of Ronald Reagan really does represent "the end of an era" in American politics, which started with the victory of Franklin D. Roosevelt and his New Deal policies 45 years ago. That was the verdict of political commentator Ben Wattenberg, senior fellow at the American Enterprise Institute, in the keynote speech opening the conference of the American Association of State Colleges and Universities (AASCU) in Williamsburg.

F.D.R. used the great depression to recast the political perceptions of the previous four decades that of the Republican Party.

Stability in contrast to the Democrats' radicalism—into a feeling that the Republicans actually stood for the "fat cats" while Democrats were for the "little guy". This popular view, which ensured the political dominance of the Democratic Party, persisted until this year, Mr Wattenberg said. Then Mr Reagan successfully stole the "little guy" image and planned it on his own party.

In Mr Wattenberg's opinion, the Republican success on November 3 was not the non-ideological anti-Carter vote that many other political analysts have seen. It was a delayed reaction to the political and social changes of the 1960s and to the feeling that the country had been misled by inflation that most voters believe is fuelled by big government.

But the speaker told his audience of 258 college and university presidents and chancellors they need not fear a great roll-back of social programs under President Reagan (and his Republican counterparts at the state level). There would certainly be reductions in public spending on everything other than

defence—Reagan would try to run a "guns and margarine" economy—but no attempt to cut programs right back to the levels of the 1950s.

At a later session the university presidents got down to the nitty-gritty of the new era, discussing the best way to approach the Reagan administration and Republican senate. The constant refrain was "let's make friends."

AASCU vice-president for governmental relations, John Mallon, started by urging college and university presidents to write a letter of congratulations to newly elected members of congress from their state. Then he asked them to let him know if they were already on friendly terms with any of the new Republican leaders.

Mr Mallon particularly appealed for friends of Senator Pete Domenici, who is due to take over as chairman of the powerful Senate Budget Committee, to step forward. But he added, "We have found one friend of Senator (Paul) Laxalt, who is very close to Mr Reagan, and that's something."

The first major policy fight between state colleges and the new administration is likely to be about tuition tax credits. AASCU and the other higher education associations have lobbied successfully against past attempts to give students or their families an income tax credit to help pay college and university fees. But Mr Mallon said the coming battle to block tuition tax credits would be the toughest yet, because Mr Reagan supports the idea, while President Carter opposed it.

Colleges and universities fear tax credits because they would give Congress an excuse to make deep cuts in student grants and loans. They believe the existing student assistance programmes direct aid to those who need it, while tax credits

## In pursuit of an international ideal

AASCU is an enthusiastic promoter of international education. Its Office of International Programmes, directed by vice-president Maurice Harari, works hard to cultivate informal contacts and draw up formal agreements between member institutions and their counterparts abroad.

Since the state colleges and universities that belong to the association represent the second tier of public education—not elite research universities known throughout the world for their scholarship and research—links with colleges overseas do not come automatically. They have to be developed carefully.

Yet, as Don James, president of Central Connecticut State College and chairman of the AASCU Committee on International Programmes, pointed out, their students are usually drawn overwhelmingly from their own state and often spend their whole lives in the same region of the United States. So they need to be given an international outlook even more than the more mobile students who attend prestigious research universities.

Two international agreements were signed at the annual meeting. One is the first exchange between AASCU and the universities of Poland, and the other is an extension to urban studies of an existing agreement with Argentina.

In addition to university leaders from Poland and Argentina, several other countries from Cuba to Taiwan, Canada to Norway, sent representatives to Williamsburg. Some seemed rather overwhelmed by the experience and stuck to their own little group, but others made a good effort to talk and mix with the American college presidents.

Fortunately the Cubans were not present when General Ovidio Solar said to the Argentine press, "the propaganda that a yellow press, in the service of extremism, sought and seeks to deceive everybody as far as the Argentine way of living is concerned." An important benefit of the academic exchange programme was that it enabled Americans to see that the Argentines "are deeply democratic and lovers of freedom and the whole action of the present Government tends to the total and final fulfillment of those peculiar virtues of a country that... is Western and Christian."

## Beside every great man...

One of the most impressive features of the AASCU annual meeting for a foreign visitor, is the "spouses' programme". About three-quarters of the college presidents who came to Williamsburg brought along their spouse—or their correspondent met only wives but he was assured that one or two of the women presidents had a husband in tow.

"Until a few years ago the wives' programme consisted of little more than tea and tours," said an association staff member. "But then the spouses started organizing some serious discussion sessions of their own."

During this year's three-day meeting the Spouses' Programme Committee, coordinated by Mrs. Allen Oskar (all the wives are still described in the official programme by their husbands' Christian names), put on nine sessions designed to give "presidents' spouses" advice about their role, which can be almost as lonely and tough as their husbands'.

Some sessions, for example the one entitled "Plain to Fancy: The

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# Overseas News

## University closed in suspension row

from Paul Flather NEW DELHI

A row over the suspension of one student has led to the indefinite closure of the Jawaharlal Nehru University, one of India's leading elite institutions.

Last week about 1,000 students marched to Parliament House on the opening day of the winter session of the Lok Sabha (Lower House) to protest at the "unwarranted" closure, which they fear, could threaten the future independence of the university.

The university, opened in 1970, has developed a fairly strong leftist tradition, and there are fears among both students and staff that the closure could provoke Mrs Indira Gandhi's government to intervene directly in the university's affairs.

Professor J. Mahala, the rector and acting vice-chancellor, said the "had" closed the university because students had violated "norms" by mounting a 48-hour picket outside the homes of senior staff members on the campus.

The students' union voted to go ahead with the picket after a PhD student, Mr Rajan James, was suspended for abusing the acting vice-chancellor in front of a visiting foreign delegation, and using foul language.

Mr James had burst into Professor Mahala's office to demand a hostel room be allocated to a fellow student who had failed to properly complete his registration.

Professor Mahala said he had no option but to suspend the student. He had closed the university because of the unprecedented picket and because he feared outbreaks of violence on the campus. He has advised students to leave as soon as possible.

While the students led by the Marxist Student Federation of India, and the rector seem to be holding entrenched positions, many of the staff regard such "aggravation" has come from such a petty issue.

They fear that the closure will encourage the government to examine the university's radical admissions policy and perhaps to press

for the appointment of a tough new vice-chancellor since the job is vacant.

Under the admissions policy one-fifth of all entrance marks are allocated for socio-economic factors, such as caste and tribal origins. The university is proud of its positive discrimination.

The last vice-chancellor Mr K. R. Narayan, a career diplomat, has recently been appointed. US ambassador A three-man committee, with one central government nominee, is sifting possible successors. At present the university does not have a chancellor either. Mrs Gandhi has turned down the post, and among other figures to refuse the post are the film director Satyajit Ray, and Dr D. S. Kothari who headed the Indian equivalent of the Robbins report in 1966.

The university was last closed in 1977 for 28 days after Mrs Gandhi was heavily defeated in the general election. Students took over and ran the canteens and hostels after numerous complaints of bias in appointments and selection during

## Holland's students take cover

from Lionel Cohen

Big business is moving. In Holland's growing student insurance market. After many years of near-monopoly, the co-operative Student Health Care Foundation (SSGZ) has been forced to make way for fierce competition from the banks and insurance companies, many of whom offer "packages" as means of drawing in this low-risk and potentially high-earning sector of the population. The banks want more student accounts—the opening of which is a condition of the cover, while the insurance companies look to the potential of other types of cover which these new clients may later buy.

In the short term this seems like good news for the students, who can now shop around for their cover for the first time and in some cases get what appears to be bargain-basement premiums rates which their own co-operative foundation has not been able to offer for several years as it fights a losing battle against rising doctor and hospital bills at the same time as its membership is falling.

The problem lies in the previously steadfast refusal of the student organization to apply any form of medical selectivity for admission to membership. It has been increasingly attracted older students and particularly those students needing regular or special treatment who might otherwise have been rejected for cover by the commercial companies. Yet in 1979 when the SSGZ sharply raised its premium to £75 per year, it almost immediately lost some 7,000 members to its commercial competitors. Worse still, its membership fell to 10,000, a 20 per cent drop.

Mr Zelt, who is now in charge of the insurance company, said: "The government knows we are a divided body and not able to offer effective resistance. What we need is a strong, united nationwide organization so that we can stop this sort of senseless measure."

Apparently, the federal minister of education, Herr Jürgen Schmude, had his back to the wall during the coalition negotiations which followed the federal election on October 5. There is a widespread feeling that Germany has too many students (almost a million) and that financial cuts in the university sector would not come amiss. But the minister managed to resist demands, which came chiefly from the Free Democratic Party, that his

## Budget cuts force delay in building programme

from James Hutchinson BONN

The West German government's measures to curb budget spending entail big cuts in the university building programme. Federal expenditure on the construction of universities—such as clinics and institutes—in 1981 is being reduced by 20 per cent to around DM65m (£14m). This means that the deadline for the completion of many building projects will have to be revised.

A more serious situation will develop if—as is possible—the Länder decide to follow the federal government's example and to cut back their share of the building programme. The president of the Conference of University Rectors, Professor George Turner, has warned that in such an event work on some sites would have to be stopped altogether.

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## Physics research 'needs boost'

Physics research in Israel has declined in the past few years, mainly as a result of university budget cuts, according to a new report on the country's needs in basic physics research.

The report, prepared under the aegis of the committee of the Israel Academy of Sciences and Humanities, is the first of its kind. In coming years the committee will submit reports on Israel's needs in mathematics, Jewish studies, social sciences, astronomy and behavioural sciences.

The report was prepared by a sub-committee on physics headed by Hebrew University physicist Professor Solly Cohen. It is designed to review the current state of physics research in Israel, to assess its past accomplishments and trends, and to indicate its present and future difficulties.

The report, which was submitted this week to Education Minister Zerulim Hammer, describes Israel's achievements in basic physics research as "impressive". But it warns that further decline must be averted and that new funds for such research be found. It also urges that care be taken by the government and universities to induce brilliant students to specialize in physics.

## Linguists learn complexities of Aborigine

The teaching of Australian aboriginal languages may soon be taken up at two prestigious French universities, Strasbourg and the Sorbonne, Professor Claude Tchekhoff, professor of linguistics at the University of Strasbourg, is to put the proposal to the universities after a study tour in Australia.

Professor Tchekhoff is interested in breaking down ethnolinguistic in linguistics—that is, approaching languages from other than a European viewpoint.

Contrary to popular belief in Australia, aboriginal languages were not a primitive form of communication. Professor Tchekhoff says. Many of the languages had a strategy for relating propositional content, and discourse community that were of dazzling complexity.

Australian languages had extensive systems of case inflections of verbs, more reminiscent of the classical tongue than of English or French which have lost a lot of their original grammatical detail.

Professor Tchekhoff was recently at Monash University where he led a group of French linguists in a study of the languages of the area. The linguists were looking for a language that was a basic sentence structure like our passive rather than active type. While at Monash he worked with Dr Barry

Bir Zeit University, the West Bank's senior institution of higher education, uniquely blend the eastern, the Islamic and the Third World. Most of its academic staff are western trained, usually at second rank American universities, with English that is smooth and fluent. But their politics are the Third World politics of liberation—immediately, from Israeli occupation, ultimately, from Western imperialism.

The call of resurgent Islam, epitomized by the fundamentalism and fanaticism of Khomeini's Iran, has reached the West Bank, and more and more of Bir Zeit's 1,300 students turn out for prayer five times a day, knees and heads bent south, towards Mecca.

In other ways, too, Bir Zeit mirrors West Bank culture and social mores. Sex before marriage is as rare on campus as the students' many of whom offer "packages" as means of drawing in this low-risk and potentially high-earning sector of the population. The banks want more student accounts—the opening of which is a condition of the cover, while the insurance companies look to the potential of other types of cover which these new clients may later buy.

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In view of Bir Zeit's self-proclaimed position as the West Bank's intellectual "heart and voice", there is something ironic about the fact that the past five years under Israeli occupation have witnessed

The village of Bir Zeit lies some seven kilometres north of the city of Ramallah on the ridge dividing Samaria from Judea. In 1924 a school was founded in the village by Nabihah Nasir, "a woman who was deeply interested in the welfare of other human beings" in the words of the university's catalogue. In the 1950s the institution became an American-style junior college, offering the first two years towards a BA. Two further years at the American University of Beirut, to which Bir Zeit was affiliated, were needed to complete the degree.

Bir Zeit became independent in 1974, awarding its first BAs in 1976. Bir Zeit first degrees are recognized

# Search for a just solution

## Benny Morris visits the West Bank's Bir Zeit University

JERUSALEM

The temporary closure of the West Bank's senior institution of higher education, uniquely blend the eastern, the Islamic and the Third World. Most of its academic staff are western trained, usually at second rank American universities, with English that is smooth and fluent. But their politics are the Third World politics of liberation—immediately, from Israeli occupation, ultimately, from Western imperialism.

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students and faculty members, and damaged property during a stone-throwing incident.

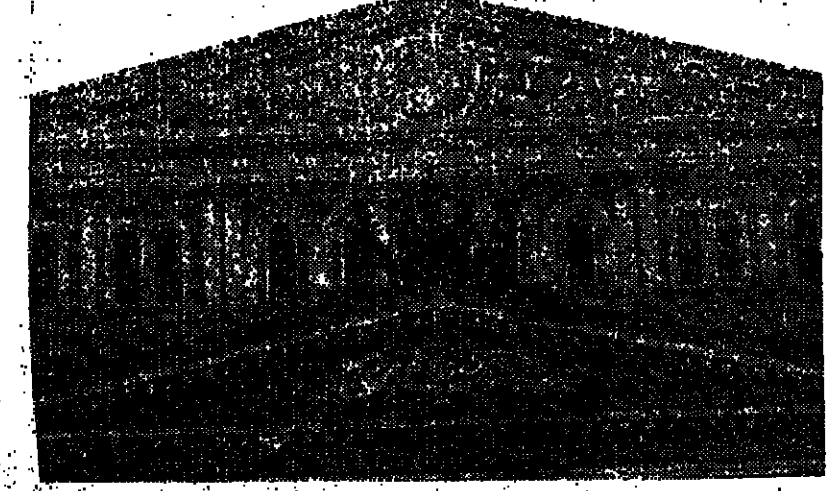
Over the past years a number of terrorist calls have been uncovered in the West Bank consisting of Bir Zeit students or graduates. In June 1979 a Fatah cell led by Bir Zeit student Jamal Hassan Zait was picked up and charged and convicted of the murder of four Israelis and the wounding of 30 others in a spot of bomb attacks.

"We have attempted to conduct things quietly and to avoid trouble," claims Mr Rihan. "All things considered the university has been relatively docile. He charges that Bir Zeit is often treated as a convenient scapegoat by the military authorities whenever trouble erupts anywhere in the West Bank. "But you must never forget the fact that the West Bankers, we want an independent Palestine."

An inscription bearing plaque on a wall directly behind Halla's desk underlines the point. "If you destroy a people's nationhood it will know no other thought but its revenge. It will listen to the voice of the moderator, hear no philosopher, lend an ear to no preacher so long as its national demand is not answered. No problem not even the most vital will win its attention except the matter of its unity and national liberation." (G. Shaw, John Bull's Other Island, 1904).

Mr Halla's students are blunter still. Subhi, a fourth-year economics and Middle East Studies major, refers to the Israeli occupation, now in its 13th year, as "the most potent and compelling factor in its and in his generation's existence. "For most of our lives we have lived under the gun," he says. "It is natural that Bir Zeit is 'highly politicized'. We live and breathe politics."

An avowed Marxist, Subhi says that only a handful of Bir Zeit students advocate a return of the West Bank to Hashemite Jordanian rule. A larger minority wants the immediate establishment of a Palestinian mini-state, consisting of the West Bank and Gaza. But the majority of the students, says Subhi, support the standard PLO goal, enshrined in its national Covenant, of establishing "a secular, democratic Palestine incorporating the West Bank, Gaza and the territories of all pre-1967 Israel after Israel is dismantled." This is the only just solution," he says.



Apollo's chariot outside the Bolshoi Theatre

## Classics enjoy a revival

from Michael Bluyon MOSCOW

There was a time in Russia as well as in western Europe when an educated young man was expected to know something of the classics as well as French and German. But the turbulence of the past 60 years and the overriding importance of science and engineering in the Soviet state have all but killed off any study of Latin or Greek.

However, a Soviet newspaper recently reported a surprising revival of interest in the classics, and provocatively called for a greater study of the ancient world as a basis for today's overwhelming technical culture. "People living in the age of space flights can still empathize with the abandoned love of Catullus," Mr Sergei Razgovorov wrote in *Sovetskaya Kultura*.

He said several things had recently prompted curiosity about the classical world: the Moscow Olympics and the bearing of the flame from the temple of Hera across Russia, and the opening of the tomb of Philip of Macedon.

Interest in the classics now ran very deep, he said. A few years ago second-hand shops were filled with unsold works by classical authors but now Herodotus was as hard to find as albums of paintings by Van Gogh and Matisse. Even specialists on antiquity were snapped up. A Soviet publication of the legends and myths of ancient Greece, being especially popular. Parents wanted their children to know about the labours of Hercules and the misadventures of the Argonauts, and the events of the Trojan War.

The programme will say that Apollo and all the muses could not replace an algebra textbook," he said. "All right, but go to Leningrad and look at the exhibition in the Hermitage dealing with the Olympic Games in Ancient Greece. The rooms are packed. Visitors with notebooks crowd around the showcases."

At one recent film of *Antony and Cleopatra* in Moscow theatre, there were signs in the public libraries asking for something from that era.

Mr Razgovorov acknowledged that the demand for antiquity was now greater than the supply. He advised

Marx's statement that classics with its admiration of man should have an eternal fascination for us. "Shouldn't our society, which proclaims the harmony of the human personality to be a supreme value, show special concern for the art?" the paper asked.

And the article pointed out that much Russian poetry, architecture and art was unintelligible unless one had a background knowledge of the classical period. Even Picasso, the article said, had found "great pleasure in illustrating Ovid."

Mr Razgovorov said it was naive to think that moral laws could be removed as the educational level rose, but he paid tribute to the force of knowledge as a vehicle of moral uplifting and said it was wrong to denigrate the role of the values fostered by the Humanities.

"The maturity of our society and the loftiness of the moral tasks confronting it require deeper culture and opposition to the fads of individualism, mass culture, to narrow knowledge and variety-stage banality."

Every railway worker or botanist could have a background in the humanities, of which classics formed an important part, he said. *Sovetskaya Kultura* noted that Latin was really a dead language. It noted that Latin was an indispensable aid to Russians in learning English and French. But it said that language had been so successfully driven out of the higher education curriculum that it had become almost inaccessible, even to students of linguistics, history and law.

This was a tragedy, it was said. "The only real aid to legal specialists who did not know Latin but nowadays there were philologists who knew neither Latin nor Greek and historians specialising in medieval art who could not read Latin inscriptions on columns or coins. Even doctors could not write prescriptions properly because of their poor Latin. The losses were not simply moral, but also professional."

Mr Razgovorov concluded: "The classical languages are very useful even in the age of scientific and technological revolution. The world is changing as in the way in which the cultural heritage is assessed, but some values are unchanging, unaffected by fashion."

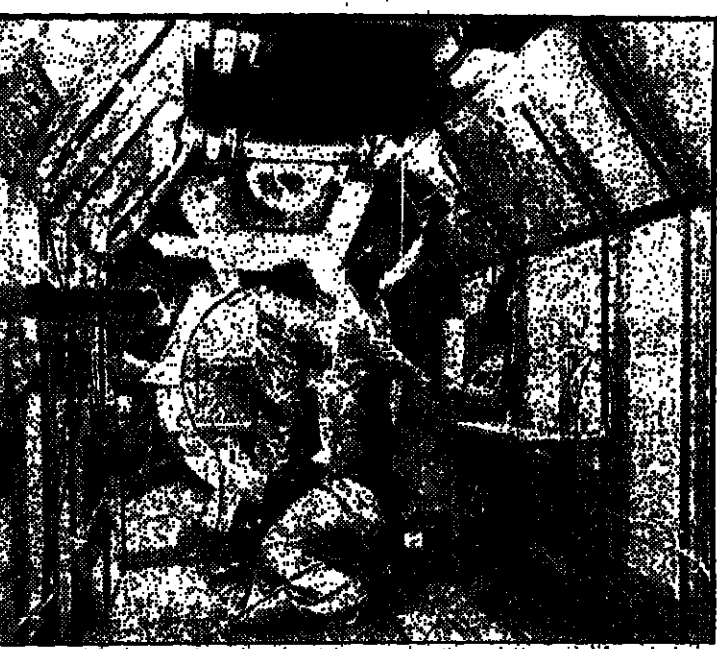
## Spacelab flies in the face of criticism

Today's official delivery of the first model of Spacelab, the reusable space laboratory, from its manufacturers to the European Space Agency, has been a triumph for the project.

The ceremony at Bremen, in West Germany, should therefore provide a boost for the project, which is expected to mark a profound advance in European science. After all, it is the first major spacecraft to be manufactured in countries outside America for use on board United States spacecraft.

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Engineers make final checks on the Spacelab interior.

running costs and means that Spacelab gets all its support services—communications, energy, cooling, etc—from the Space Shuttle and never leaves the hull of the main craft.

There are plans to increase its flight duration time to 14 days and perhaps eventually to 30, but this only introduces another problem, for only a limited number of shuttles are being built—four are planned at present—and such long flights would be up for long periods some very costly craft, needed for commercial, defence and scientific purposes.

The answer is a space laboratory which can be dumped in space and which would produce a gigantic lamp in operating and maintenance costs to provide separate support units. If NASA is to carry out its intentions to eventually build independent space stations, these problems will have to be overcome.

In the meantime, scientists still have to deal with a craft that orbits for a mere week at a cost of \$65m a flight. Even a relatively modest experimental package on one flight that weighed a few hundred kilograms would cost several million pounds, and for astronomers used to satellites that make observations for years at a time, that just seems a complete waste of money.

Scientists have complained that money that could have been far better spent on science has been wasted on developing Spacelab. Dr Greger denied this and argued that the money for the project is entirely additional to all other space science work.

It would also be wrong to think that Spacelab is a completely useless device. It can provide, particularly valuable environments for some crucial areas of applied science. These include the study of the materials and life sciences.

However, there will be no shortage of scientists round Europe who would argue quite fiercely that it is quite an insufficient return and Spacelab has proved to be a humiliating failure.

Robin McKie







David Lodge, professor of modern English literature at the University of Birmingham, is not schizoid. However, as novelist, critic and scholar, he is something of a paradox. In the past 20 years he has acquired two, to some extent distinct, reputations.

In the public mind he is perhaps best known for his novels—especially *Changing Places*, an inventive satire on Anglo-American academic life, and *How Far Can You Go?*, recent winner of the first Whitbread book of the year competition. However, in academic circles, especially in departments of English literature, it is his critical work—especially that completed over the past three years—that has been attracting attention.

While producing a succession of increasingly impressive, predominantly realistic, works of fiction, as a critic he has been travelling in the opposite direction. Acute observation of the shifting nuances of English, especially Catholic religious, cultural and social life has been combined with a mounting fascination with some of the more abstruse currents of literary theory. This divide—between his critical work: abstract, difficult, and owing much to the European tradition of formalism and structuralism; and his fiction: accessible, ultimately conservative despite a gloss of experimentalism, and rooted in the literary climate prevailing in the 1950s—continues to deepen.

His prodigious output—six novels, three critical works, one reader in twentieth century literature and innumerable articles and book reviews—increasingly reflects this curious divergence.

While his latest novel, *How Far Can You Go?*, remains essentially located within the realistic tradition of English novel writing, his most recent critical work, *The Modes of Modern Writing: Metaphor, Metonymy and the Typology of Modern Literature*, is an extraordinary ambitious attempt to synthesize certain strands of continental formalist criticism with the more empirical, humanistic traditions of Anglo-American criticism.

While his work to date may appear tantalizingly schizoid, it is an unequivocally impressive achievement.

Almost every other year since his first novel, *The Photographers*, was published in 1960, he has produced a book of some sort in recent years. Critical and creative works have tended to alternate and his fiction has oscillated between comedy and realism.

It is an undertaking that is all the more striking when one considers that his growing critical reputations as a skilled creative writer and a talented theoretician have been achieved at the same time as steady success in his academic career at the University of Birmingham.

While the reasons for what one close friend and academic contemporary has described as the "insecurity" (existing) between his critical theory and fictional practice may be elusive, it is possible to identify some of the influences in his life that have prompted and shaped his literary and critical preoccupations.

David Lodge had a lower middle-class Roman Catholic upbringing in a shabby, genteel, South London suburb, studying English literature at University College, London before doing two years national service with the Royal Armoured Corps; and subsequently has spent almost his entire academic career at the University of Birmingham except for two spells in the United States and a term at the University of East Anglia.

The only child of a Catholic mother and a "vaguely Christian" father, he was brought up in a Catholic atmosphere, attending a Catholic grammar school, St Joseph's Academy, Hackney, as part of the first generation of children to benefit from the 1944 Education Act.

At a very early age, it is a great question, "the eyes of his father," there are many writers and intellectuals who grow up in a more typical Roman Catholic/Mother Church ambience. Today he still refers to his father as "the man who made me a writer." Born in Dulwich, in 1925, he spent most of his childhood in Brockley. The limited horizons afforded by this small, humdrum community were extended by the shadow of a much more vivid presence: his father's involvement with the League of Abolitionists.

The father was a self-taught musician who sang on the radio before the war and later played the piano, saxophone and clarinet with a jazz band. Lodge recalls how, as a boy, he felt that although his father was a musician, he was not a musician.



## How David Lodge changed places

Simon Midgley talks to an author who graduated from suburban to academic life and is now something of a paradox

### PROFILE

father left school at 14 he was an enthusiastic reader of Dickens, Evelyn Waugh and W. W. Jacobs, and there were plenty of books in the Lodge household.

Aside from writing sketches for the musician's union magazine, he would also occasionally show people like Kenneth Tynan the odd thing that his son had written.

David Lodge's enthusiasm for English literature was not really fired by his father, but by an exceptional teacher with a passion for fine writing, arrived at St Joseph's.

One day Carroll sent the class off to Deaford public library to research a long essay on the techniques of poetry. It was this early discovery of the pleasures of research which, incidentally, led to his original enthusiasm for criticism.

This fascination with language was later to be fostered at University College London where he studied English literature in a very good department, with teachers like Randolph Quirk, J. K. Sutherland-Hayward, Jenkins, and Terence Spencer.

(This school had no tradition of sending boys to university and he was the first to find for himself what it came to choosing which college to go to. "I didn't know that there were any other universities other than Oxford, Cambridge and London. I didn't presume to apply to Oxford or Cambridge as I was part of the whole middle class thing."

Arriving at university, "I felt like a scholar and in some ways poorly educated. It was not until half-way through his second year that things began to click. One of the most valuable experiences of his period he recalls was that his father, although he was not a musician, was a very good reader. He was a very good reader, he was a very good reader."

Students were required to do a compulsory paraphrase of one of five plays. In order to be safe it was necessary to know all five. In the early 1950s there were very few to date texts available, so most of the students had to compile their own variorum editions.

"Although I put an enormous amount of hours into that I thought it was essentially educative. Having to read Shakespeare you could actually write all the metaphors. That was excellent training both for a critic and a writer."

In a review of Blake Morrison's *The Movement: English poetry and fiction of the 1950s* in *The Times Higher Education Supplement* earlier this year Lodge said that after his first degree he "still had a very strong sense of the value of the lifestyle appropriate to a writer, and on this account plausibly declined to apply for a state studentship to do research."

When he was subsequently offered an university research studentship, he postponed the decision while he did National Service (an experience that he did not enjoy and transmuted into fictional form in his second novel *Slingshot*, *Young Werther*, *Now out of print*). The decision to return to academic life was, he says, "very much in the spirit, it is not the letter of the law, and his hero's axiom, also things are clear that nasty things."

It was launched his dual career as a scholar and novelist, which the movement, he pointed out in the same review, notably in the person of Kingsley Amis. John Wain and D. J. Enright had established as "viable" movements, was the balance, a very important, significant, to his own success as a writer. *The*

*Movement* and the snowball effect it had on the literary scene at large, created a mood receptive and encouraging to young aspiring writers. The early 1950s there were very few to date texts available, so most of the students had to compile their own variorum editions.

"After completing his National Service, Lodge spent two years studying for his MA at UCL, during which time he wrote an enormous thesis, *The Catholic Novel in England from the Oxford Movement to the Present Day*. "I started with Greene and Waugh, went back to Newman and then started reading mountains of minor nineteenth century Catholic fiction."

The next year was spent working for the Boy's Council, mainly teaching English language to foreign students. One of the most valuable aspects of this experience was a weekly lecture on any form of English Literature from Beowulf to contemporary English writers.

After such a long immersion in a nineteenth century backward time was a refreshing opportunity to discover or rediscover authors he had neglected.

In 1950 he was appointed assistant lecturer at the University of Birmingham where he spent the next three years. It was in 1953, on a Hackney Fellowship travelling across the United States,

studying at Brown University and visiting Berkeley, it was during this period that he completed his first critical work, *The Language of Fiction*, and his third novel, *The British Museum is Falling Down*.

In 1959 he went to Berkeley for six months as a visiting associate professor. At the time the student revolution was in full swing and the experience was to inspire his second and most successful comic novel *Changing Places*.

His last extended absence from Birmingham came in 1977 when he spent a term at the University of East Anglia as writer in residence. Here he completed a good deal of his latest novel, *How Far Can You Go?*

Discussing his fiction he says: "I have to start from some million that I know. This is true of most novelists unless they start writing historical fiction. Each of my novels can be related to some particular phase of my life. I look for some story to express in narrative terms, some experience. I have been through."

At least two of his novels have lower middle class South London settings, three draw partly or wholly on his experiences of academic life and three chronicle the dilemmas of the English Roman Catholic community in the changing social and cultural climate of the past two decades.

"Writing is a way of turning negative aspects of experience into positive form. Art is ultimately motivated by the wish for immortality. Life is very transitory," he says.

"I think that writing is bound to be purely comic. Nobody would do it just for pleasure. Particularly not just writing novels—such enormous amounts of time, energy and everything else."

When he began writing his fiction was very realistic. Today he is a longer believer that the techniques of classical realism can be used without qualification. The nature of reality and the role of the author are too problematic.

Although he continues to employ many of the techniques of realism, they are not used, he says, to attain the traditional illusion of realistic fiction, i.e. of a kind of simulacrum in which the reader can live as an alternative to the real world.

"Exposing the device, being ironic at your own expense is a main resource for modern writing in a time of such plurality and diversity. Don't attempt to dominate the reader; invite him into a collaborative game."

This partly explains his increasing fondness for fiction, for example *The British Museum is Falling Down* and *Changing Places*, and the continuing experimentation with fictional technique in his realistic work.

A former colleague puts it slightly differently. "David's work is an attempt to hold on to certain traditional assumptions of the English novel. He uses semi-experimental methods to return to the realistic tradition. Beyond that, the realistic tradition is a great desire to recreate a world that is not there."

"He keeps talking about the futility of what he is doing, nevertheless he insists upon the power of the illusion."

This view may well help to explain why he has written so much in books like *The Novels in which the Crossroads* began with a defence of realism, and then moved to the sometimes complex difficulty of structuralism and post-structuralist thought—developed in such a different direction from his fictional practice.

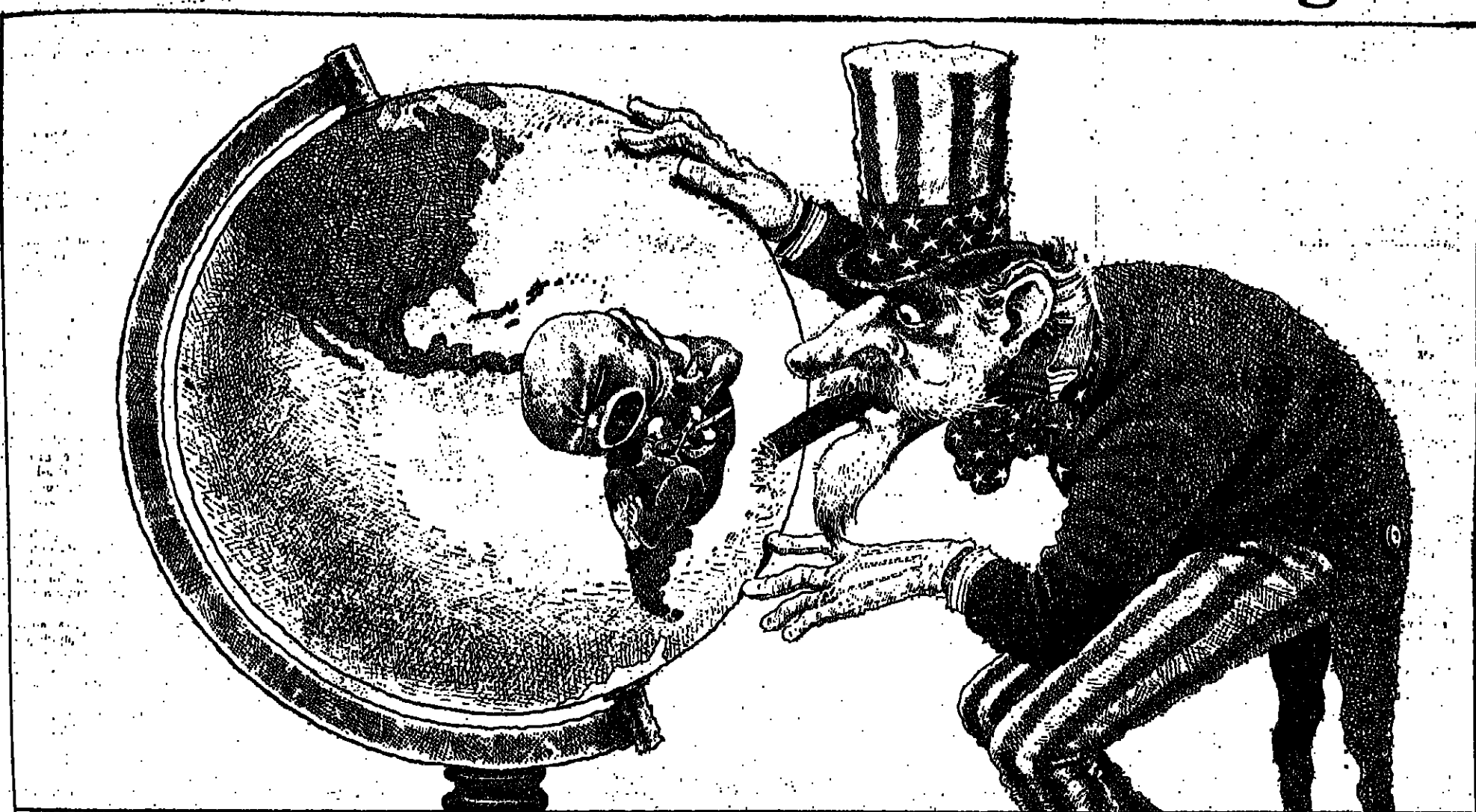
His literary/creative imagination was formed in the early 1950s when realism was very much in vogue (the novels of John Wain and Kingsley Amis, and Thomas Gunn).

His critical ideas have moved on radically since those days. He has not, however, been able to significantly alter his fictional practice. This explanation suggests that the creative imagination may work in a fundamentally different manner from the critical intellect.

For the foreseeable future, as his critical work is concerned, he intends to continue to develop the work begun in *The Modes of Modern Writing*, namely a deconstruction, practical and even "populational", of the formalist "ideas" which are not "structuralist" but are "anti-structuralist".

On the creative side he anticipates a new kind of fiction. He is writing more in the style of the realist, particularly since his last novel, *How Far Can You Go?*, is a coup d'état against the realist.

# Latin America: the view from Washington



As we enter the 1980s, some in the American capital are pondering whether the United States has a "special relationship" with Latin America. United States interests are as great as ever, yet American policy effectiveness is increasingly called into question. Latin American political and business elites, from both larger and smaller countries, feel a crisis of confidence over United States policy. This has been most vividly sensed by Mexican, Brazilian and Argentine leadership. Likewise, in El Salvador and Guatemala, there is considerable concern over an inability to gauge Washington's public response to growing polarization between left and right.

The 1970s buried romantic visions of a close-knit community of western hemisphere nations. A number of different actors have come to the fore. From Buenos Aires and Brasilia, to San Salvador and Mexico City, Washington stands accused of failing to handle and, worse, lacking the will and necessary sense of purpose to compensate with a global power. Criticism is originating from both conservative and leftist corners.

In an American election year, this has taken on acerbic dimensions. Clearly, the Carter administration has been anxious and desperate to avoid a record of policy failure in hemispheric relationships. It can take comfort in the settlement leading up to the Panama Canal treaties, a major achievement. Likewise, the administration has brought into play some re-emerging perspectives. Constitutional processes were maintained in 1978 in the Dominican Republic and restored in Ecuador in 1979 and Peru in 1980.

In May, Peru underwent the first general election since 1962. The world's largest and most powerful hemisphere force stepped down after 42 years in office, and allowed the man they had overthrown in 1968 to return to power. Fernando Belaunde Terry has been replaced by a civilian, Francisco Morales Bermudez. The transition was peaceful, and the new administration has been praised for its well-intentioned, but somewhat unimpressive, approach to the United States. The Carter administration has been praised for its well-intentioned, but somewhat unimpressive, approach to the United States.

The simple fact is that in entering the 1980s, the United States has no longer assumed nor force compliance with its difficult objectives. The drive for an overarching change in global, but more important, regional power relationships has been abandoned. Since the coup d'état against the realist.

## Georges Fauriol and G. Harvey Summ assess the implications for Ronald Reagan's administration of the growing independence of its neighbours to the south

direction of the southern cone's overwhelmingly conservative bloc headed by Argentina. Meanwhile, in September a plebiscite in Chile renewed General Pinochet's military rule until at least 1989, but free elections for the presidency and parliament will not be held until 1997.

In the early years of the Carter administration, there was an attempt at détente with Cuba which has proved illusory. For all intents and purposes, Havana's continuing role in African wars and its involvement in the overthrow of governments (not clearly seen) in support of radical movements in Central America have placed a cap on any profound progress in Washington. In recognizing the existence of political pluralism, the Carter administration has over backwards trying to ignore Castro's hand in a radicalization process taking place across the Caribbean basin.

The Republican party's Latin Americanists have been beating down hard on President Carter's record, arguing that policy has been amateurish and ineffectual. They are urging a diplomacy more keyed to a hard-headed calculation of United States national interests. The Republicans point to a public and coercive human rights diplomacy as the single most ravaging policy instrument, while increasingly stressing so-called "market forces" as the best way to address complex economic pressures. Operating through the Western Hemisphere, if there is a South American consensus among Latin Americans it is probably that Washington's policy is dangerously out of sync. Running over the whole Latin American spectrum from left to right, the United States leadership is perceived as bestial, well-intentioned. Whether sensitive or antagonistic, United States approaches have not yielded many appreciable dividends for the Latin American states. Latin America's emergence from an otherwise marginal global status has apparently been outgrowing conventional United States policy capabilities.

The simple fact is that in entering the 1980s, the United States has no longer assumed nor force compliance with its difficult objectives. The drive for an overarching change in global, but more important, regional power relationships has been abandoned. Since the coup d'état against the realist.

gross national product, at more than \$200bn, is roughly equal to that of the entire continent of Africa. Estimates are that Mexico may have 50 billion barrels of proven petroleum reserves, another 50 billion in probable reserves and some say up to 200 billion more in potential reserves, making it potentially the equal of Saudi Arabia. Other changes have been political. The Sandinista victory in Nicaragua in July 1979 may be the leading edge of a radicalization process in Central America, long considered Washington's backyard.

New Latin American capabilities have spawned tensions between the hemisphere's most important political and economic actors. Mexico, Venezuela, Brazil and Argentina, each with a long history of bilateral relations, have been thrust into an undifferentiated American Third World diplomacy. Though in many cases, the increasing emergence of nations like these into middle-power status has been handled reasonably well, the process of change has been uneven. Brazil, for example, has been a major force in the hemisphere, but its relations with the United States have been strained by its nuclear ambitions, its arms sales, nuclear proliferation, and technology transfers. Brazil needs the understanding of foreign bankers, many of them United States in dealing with this debt; the bankers, in turn, must exercise restraint with a debt of that magnitude.

Closer to the United States, relations with an ever-rich and more assertive Mexico are accompanied by frequent friction. On the one hand, illegal immigrants produce untold costs to the United States, but a bad case of ill will fuels United States beaches. On the other, Washington stands accused of tampering with the weather. Ties between President Carter and Lopez Portillo are by no means cordial. Mexico has been a United States embassy on a plane in the United States. President Videla did not advise matters very far.

Both countries have not hesitated to thumb their political noses at President Carter. Buenos Aires has set aside its fierce anti-communism to court Moscow. It did not join the United States embargo on grain in the aftermath of Afghanistan, making a clear linkage with the Carter administration's parliament. The United States has been accused of tampering with the weather. Ties between President Carter and Lopez Portillo are by no means cordial. Mexico has been a United States embassy on a plane in the United States. President Videla did not advise matters very far.

fact, both countries are pushing their nuclear efforts in spite of United States policy, including complex deals with Western Europe and the Middle East (Iraq). There is now joint cooperation agreement in the nuclear field, designed to show that South America's giants can join forces even in a highly competitive and sensitive area.

United States criticism of Brazil early in the Carter administration over a Brazilian-West German nuclear agreement and over Brazilian human rights practices brought a noticeable cooling in relations. Brazil terminated 25-year-old United States military assistance agreements, which had probably reached their useful limit in 1978 and Brazilian steps toward liberalization of the political process have since reduced tensions. Meanwhile, despite an export push and diversification of her trade and investment relationship, Brazil owes over \$55 billion to foreign creditors, much of it resulting from the need to import 85 per cent of her oil needs while maintaining rapid economic growth. Brazil needs the understanding of foreign bankers, many of them United States in dealing with this debt; the bankers, in turn, must exercise restraint with a debt of that magnitude.

In the southern cone Brazil and Argentina have been making efforts to smooth over their historic rivalry. A breakthrough came in October 1979, in connection with both nations' use of the Parana River for hydroelectric power generation. Since then, Argentine-Brazilian relations have taken on a more ambitious tone. A number of trade and investment projects are now under study. Brazilian President Figueiredo's visit to Argentina was reflective of a new mood, but a recent visit to Brazil by Argentine President Videla did not advance matters very far.

The United States and Mexico recognize that each needs the other, but the tie has often been severed. Mexico City has over the past 12 months heavily entertained high-powered delegations from Western Europe (including British Foreign Secretary Lord Carrington this summer) and Japan. So far, however, diversification of trade has not seen the United States away from being Mexico's most logical partner. Nor is this likely to change. Mexico's assertiveness includes a

more active role in the Caribbean basin. Lopez Portillo's recent tour there represents a measured attempt to thrust its influence into a potentially unstable area, while distancing itself from United States positions. Concessional terms which Mexico—and Venezuela—have offered to all-pop Latin American and Caribbean nations further highlight Mexican foreign policy and its bid to increase its influence. Increasingly, Havana as well as Washington may become pivotal centres of political interest in a pragmatic policy in which Mexico attempts to keep radical ferment at bay on its southern border while not totally antagonizing its neighbour to the north.

The consolidation of influence among the hemisphere's larger powers has made it painfully clear that an amalgamation of policies on human rights, conventional arms control, and nuclear proliferation has not heightened Washington's standing. Employing self-righteous attitudes and on-again off-again approaches towards nations just now finally enjoying economic growth and increasing international standing has not worked very well. In fact, many observers are arguing that important Latin American nations have made appreciable, if controversial, progress towards some form of democratic equilibrium in spite of American policy.

In Central America and the Caribbean, circumstances are indeed very different. There, in recent months, the issue has become one of political governance and economic viability. As viewed from Washington, the salience of these areas lies in their geographic proximity. The assumption is that if the United States has any residual influence left to throw events around the world, its effectiveness should hopefully be at its highest in the Caribbean basin. Yet, in its own strategic backyard, Washington appears hesitant.

In the weeks before the November elections in the United States none of the contenders had very clear answers, even though there was general agreement that Cuba's growing influence in the region required an effective response. The agreement clearly lay in an inability to pick a fix on economic, political and even military instruments likely to be appropriate to changing situations. In reality, there are two subgroups face separate contingencies. Central America faces profound and continuing political instability characterized by a search for new institutional arrangements. Latin America has a very narrow margin for

continued on page 12

John G. 116



# BOOKS

# The US view of Latin America

crisis of violence is in full swing in El Salvador, challenging the moderately-reformist government installed in October 1979, and the outcome is, not at all, clear. In Nicaragua, the institutionalisation of the revolution is moving rapidly in a clear indication of the archaic and perhaps irrelevant nature of past political infrastructures.

Both extremes seem committed to violence in Guatemala, where a crisis could ensue. One in Honduras has a delicate transfer of power away from the military taken place in the wake of elections earlier this year, but political institutions are still weak.

What is true for the politics, likewise by both Havana and Washington, the Caribbean would be operating in a less charged environment. But the Caribbean is part of a security complex that is central to the foreign policy of the United States, where Cuban activist postures are seen to promote Soviet interests. New positions taken by Jamaica's Michael Manley or Maurice Bishop of Grenada, and the like, have the Caribbean badly reexamined its priorities.

There is also renewed interest by some of the older European powers. Thus, this spring the French Government has announced a new level of involvement in west-planning Martinique and Guadeloupe. Meanwhile, in its stimulus business boom of the larger states in Latin America, Lord Carrington found it hard to resist the temptation to throw his aid in underlining the nations' moderate stance.

In the 1980s, the Caribbean faces overwhelming social-economic problems. There is a crisis of development; calling into question national economic viability—little, or no growth in Guyana, and the pasteurized Caribbean mini-states of Grenada, Dominica, St. Lucia; meaningless growth in Haiti; inflation in relatively wealthy Trinidad; and continued stagnation in Barbados. The latter's difficulties took a turn for the worse to the extent that it dropped further contacts with the International Monetary Fund, at the same time, the IMF and World Bank accused the Cuban government of the economic chaos. Furthermore, Prime Minister Burnham's government was politically unable to go against the IMF and World Bank to curb public expenditure and install a sound fiscal policy. Financial aid from the Middle East and to much more limited degree from the United States, the World Bank, have been severely suppressed. Jamaica on a narrow margin has survived. Politically, the past two years have recorded a number of important events. In the spring of 1979, the Caribbean Community (Caribbean Community) first successfully adopted a common external tariff. The Caribbean Community (Caribbean Community) openly aligned with Havana. Political governance seems to have a low ebb in Guyana. In Surinam, a state of uncertainty has been declared. In Guyana, the February 1980 riots, although they may be ending towards a referendum in 1981 designed to usher in a statehood at the fifth member of the Union. Still, in a process witnessed in the Caribbean, the Caribbean Community must attract more attention in Washington.

But still, in Jamaica, that the strikes appeared to be the highest in the elections, Michael Manley's open admiration for Castro, and the political situation in Guyana, the situation, were then to task the Edward Seaga's more moderate stance. The electoral process was waged in an increasingly volatile environment.

There was growing concern in Washington that the Caribbean Community was facing a crisis that might be acknowledged, although there was



Edward Seager: Manley's conqueror

no clear indication that this was a weakly administered island. In 1895, the United States "sought" Seager had dismissed the issue of Manley's left wing impact on Caribbean development. However, it cannot put an end to Manley's profound economic troubles.

Finally, in an extraordinary development, this world witnessed the Cuban refugee flotilla brings some 122,000 individuals to the United States, all claiming political asylum. In April, over 10,000 people broke into the Panamanian Embassy in Havana in an apparent reflection of growing economic and political discontent brought on in part by the eye-opening effects of the return of an earlier wave of refugees who had saved 1934 persons in the United States.

Castro's miscalculation was matched by an unprepared administration in Washington, caught between humanitarian impulses and a United States public, and local Florida communities unwilling to shoulder a new refugee

burden. Including the pathetic stream of Haitians, the Caribbean refugee and immigration issues have taken on the structure of a full scale national debate in the United States, joining the broader debate about the "open door" or "illegal" immigration dilemma.

As the 1980s begin then, Washington, in its dealings with Latin America, is hampered by the post-Vietnam, post-Watogate syndrome which inhibits its foreign policy behaviour.

A striking case in point has been the delay in approving United States assistance to the new government of Nicaragua, long considered a United States preserve. Congressional conservatives have been the main obstacle, and have been at loggerheads since 1979 over some \$75million of United States aid.

Yet, positive interactions, however limited, between the Western hemisphere region are possible. As a result, the beginning of this new decade is a number of significant features give rise to at least guarded optimism about United States-Latin American relations.

● Politically, the region still maintains as a whole a broad if not vague community of experience and objectives. States such as Brazil and Mexico, in the vanguard of economic development, are increasingly taking charge of their own futures, are among the most likely candidates for democratic rule, the viability of Western political forms. While acting independently, they are not isolated, and will necessarily be anti-United States.

With reasonable amounts of wisdom and adroitness, it should not be impossible for Washington to accommodate to this state of affairs.

● Economically, the area remains a market for the goods of Western Europe. American foreign investment, in turn, the United States is still a key market in some cases the largest market for Latin American trade.

● Lastly, the American dream of America has the potential for development, assuming it can control its population of any part of the developing world. Even though non-oil producers (most of them) have been hard hit by oil price increases, they have

Americans—many of them now the so-called "middle income countries"—have not, nor are they likely to become just another undifferentiated part of the Third World.

● Institutionally, the United States and Latin America have a new out of date system of Western settlement of the New World, but they maintain a wide range of cooperative mechanisms resulting from a large reserve of goodwill. The Organization of American States, a venerable institution with roots in the nineteenth century, may symbolize the resiliency to perform useful peace-keeping functions in the 1980s. Newer institutions such as the International Development Bank, by increasing the question of Latin American energy self-sufficiency and regional economic integration, like the Economic Commission for Latin America and the Andean Pact may play important developmental roles to play.

● Culturally, the growth of an articulate and activist black minority in the US is going to severely test the melting pot narrative of American society. The success of the American experience in containing something successive waves of ethnic migrations, legal or illegal, gives some hope that earlier successes might be repeated.

● Finally, the "special relationship" with the US hegemony in Latin America is being put at issue. The US has been the past century's dominant force of serious threats to more fully turn its attention to what it says as the world's policeman elsewhere in the security Washington's concerns for security is likely to increase as the Caribbean lacks energy resources and South America's economic readiness reach strategic importance. However, any policy options considered by Washington may have to take into account the emerging and growing trans-hemispheric power centers on the continent.

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action between positive and negative freedom which Isaiah Berlin and I have written in "British political and economic philosophy have helped to dramatize. Quite simply, positive freedom is free to do something while negative freedom is freedom from particular restraints or constraints. Positive freedom is liberty plus ability; a person paralyzed from the waist down is not free to go for a good jog in the morning. True freedom in this sense requires - the creation of economic social and political conditions which reduce the incidence of physical and disease and enhance genuine options. Negative freedom, on the other hand, has normally referred to the easing of restraints imposed by authorities or dictated by power.

- JAMES H. HANCOCK

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Champions of positive freedom like W. H. Green and Harold Daskin and Anthony Wedgwood-Bent have tended to fuse liberal ideals with socialist ideas. The struggle for freedom was merely a struggle against the tyranny of government, but also against the blind tyranny of wider economic and social forces."

Much of the discussion of economic freedom has centered on this distinction between positive and negative concepts of liberty. The agency has been to see academic freedom in the negative sense of freedom from certain forms of restraint, especially political ones imposed by governments or political agencies upon either individual scholars or university institutions and generally.

In this short essay I propose to discuss academic freedom in Eastern Europe in both its negative and positive aspects. I shall examine both domestic and international impediments to academic freedom and the widely acknowledged economic forces which culturally restrain it. By reference to Russia, Yugoslavia, Poland, Korea, and Guyana, original price independence. I shall deal with political, economic and cultural factors.

Some teachers stopped assigning books which were not regarded as "progressive". Colleagues stopped talking to students outside the classroom as guest lecturers in order to maintain ideological purity. And academicians of the University of Dar es Salaam who were invited to other universities in Africa as experts, returned with a sense of embarrassment to their host institutions as they insisted on penalizing students for "unprogressive" examination answers.

Throughout much of this period a disproportionate number of the most eloquent voices of the intellectual life of the University of Dar es Salaam were non-Tanzanians. In the earlier period these included John Saul of Canada, Lionel Cliffe of the United Kingdom and Walter Rodney, who was assassinated in Georgetown, Guyana. Other "radical" voices of the 1970s who were non-Tanzanians included Dan Nabudere, who was expelled from Uganda after Amin's fall, to become Minister under President Lule and President Binaisa; Jafar Tandon, also a Ugandan; Iqbal Dar, ex-Salaam before Amin's fall to work in the Sudan; and Mahmood Mamour, who returned to Uganda as a member of the Interim Parliament after Amin's fall. The most eloquent voice of the Left in the 1970s on campus was probably Mahmood Mamour, who effected a book class formation in Uganda—an East African Asian who became British by default.

It remains one of the "curious" paradoxes of the University of Dar es Salaam that the loudest voices of the Left were so disproportionately non-Tanzanian. The marginal men took over, and some of them helped to create an atmosphere of the youthful intolerance, and the intolerance of the students as a matched of silencing voices of dissent ostensibly from the Right.

But later, on, partly in reaction to the intolerance of the students, the university administration in Dar es Salaam began to re-examine the credentials of non-Tanzanians, who were in any case on contract, subject to periodic review. It was particularly

concerning demonstrations. The threats to academic freedom in Dar es Salaam, these have been mainly connected with the efforts of the regime to create a more just society. In 1968 hundreds of students were expelled from the university on the grounds of disobedience to the orders of President Nyerere's orders, and ostensibly sent back to their villages, mainly because they had protested against the new 'national syllabus' imposed by the regime. Twelve years later, under the vice-chancellorship of Ibrahim Kaduma, another student demonstration also resulted in large scale suspension of students.

Other threats to academic freedom are the complete absence of any forms, in the West, but securing for the academic, hence is often regarded as a necessary precondition for academic freedom. On the contrary, in Tanzania, where a 'Tanzanian style' enjoys de facto academic freedom, it is not necessarily an academic. In other words, the professor might be transferred to one school or another, or even be dismissed, as a public scandal for party members. In other words, there could be de facto demonstration for party members. The fate of a Tanzanian student in a Chinese university, demanding a more humble occupation, could await a Tanzanian scholar.

It is really, there is little evidence that the regime has used this principle of occupational mobility to restrict the activities of its students on Dar es Salaam campus. But if it is true that what Americans call 'tenure' (academic job security) is a foundation of academic freedom, then the role of occupational mobility in Tanzania casts a shadow on that freedom.

Perhaps a deeper shadow lies in the ruling party's sovereignty over the academic sphere, policy as a whole, rules and regulations about eligibility for students' admission to the university are not necessarily formulated by academics, as is the case in the West. On the other hand, the major innovations of the 1970s

Nairobi. The example made of one Nairobi night has deterred other Nairobi academics, making them more circumspect about what they write about or what they teach in their classes. It is difficult to conceive of this as the result of consequences of this highly publicized denial of academic freedom to a member of the largest and most powerful ethnic group in Kenya, the Kikuyu. If it could happen to Ngũgĩ, in spite of his international stature and "tribal" affiliation, who was now safe at the University of Nairobi?

More recently a young Luo scholar, another ideological radical, was reported to have been arrested and released and taken in 1979 to the International Political Science Association held its triennial world congress in Moscow. Some Kenyan scholars were afraid to visit him, and even to visit him. Any contacts with the Soviet Union, even for such an obviously western dominated conference as the congress of the International Political Science Association, was deemed to be a political risk. So was the mood of anti-Soviet orientation in Kenya's ruling circles.

Academic freedom for the students in Kenya has periodically been "violated," sometimes by "pressure" from the government, sometimes by their own choice to add to them on campus, and sometimes by interfering with their freedom of assembly on campus or freedom of expression.

Mind you, there have been occasions when students have been asked to interfere with the freedom of other citizens in the country—going on the rampage in the streets of Nairobi or getting threateningly unruly in the streets. The authorities have had to close down universities for a period almost every second year since 1968.

But how much pressure for ideological conformity among the academic staff is there from within the University? Is an ordinary scholar going about his or her business there less pressure for conformity in Nairobi than in Dar es Salaam? But political and ideological orientation becomes relevant when someone is going to be elected to a high position of chairman of a department

When I was myself agonizing whether to remain in Uganda at the wake of the murder of the vice-chancellor, I called a departmental meeting (I was at the time head of the department of political science). I was going on leave to the United States and need advice as to whether I should return. I was told: "Come back but shut up." But which, apart from shutting up? Should I stop issuing circulars? If I was in agreement with particular matters of policy in Uganda? Should I stop giving occasional lectures on hot topics of the day in different towns of the country? Should I stop writing articles or books about Uganda? Should I stop teaching government and politics in Uganda? There were votes among my colleagues who wanted me to "shut up" on all the fronts. They had a right to say so to me, for under Idi Amin the department was being run by acclamation. The chairman of the department was in disfavor with everybody else in the department, was under suspicion.

Could I "shut up" in all the senses and still be All Morrow? I agonized over this on my sabbatical at Stanford University in California. Could I not be on indefinite leave from Makerere until it ceased to be necessary for me to "shut up"?

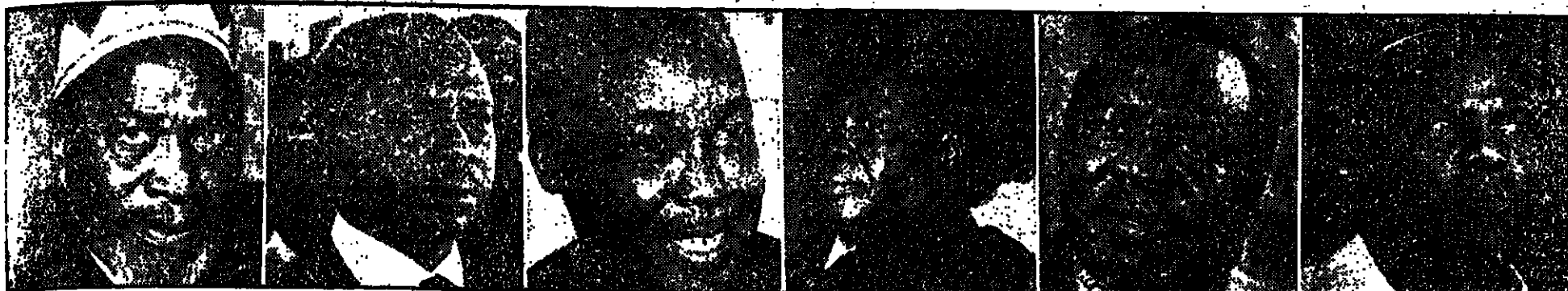
In the end, the reality of the situation could not be resisted. I tendered my resignation from the institution which I loved so dearly. The absence of academic freedom in Uganda had contributed to my brain drain to the West!

The author is professor of political science and director of the Center for Afro-American and African Studies at the University of Michigan, Ann Arbor.

The Struggle Against Racialism

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**Faces of power : Kenyatta, Mol, Nyerere, Obote, Amin, Bingsa**

# Africa and the battle with authoritarianism

**In our continuing series on academic freedom, Ali Mazrui weighs the prudence of 'shutting up' against its moral cost**

renewal. The new vice-chancellor Ibrahim Kuduame, also cracked down on students in a bid to restore stability to the campus—including obedience to national regulations concerning demonstrations.

As for extra-campus threats to academic freedom in Dar es Salaam, these have been mainly connected with the efforts to reorganise the country's civil society. In 1968, hundreds of students were suspended from the university on President Nyerere's orders, and ostensibly sent back to their villages, mainly because they had protested against the new national service imposed by the regime. Two years later, under the vice-chancellorship of Ibrahim Kuduame, students' demonstration also resulted in large-scale suspension of students.

Other threats to academic freedom on campus at the University of Dar es Salaam took more subtle forms. In the West, but securing for the academic, there is often regarded as "necessary" precondition for academic freedom. On the campus in Dar es Salaam, a Tanzanian requirement for a major of teachers is to be a member of the ruling party, the Ujamaa Party. In other words, the professor might be expected to be an avowed, different but an official administrator or adult schoolmaster for party members. In other words, there could be no *facto* demand for party membership, rather than dismissal. The fate of Alexander Dubcek in Czechoslovakia, demanding a greater humane atmosphere, could wait a while in the chokey.

Whether there is little evidence

that the regime has used this principle of occupational circulation explicitly to curb dissenters on the Dar es Salaam campus. But if it is true that what Americans call "tenure" (academic job security) is a foundation of academic freedom, then the principle of occupational circulation in Tanzania casts a shadow on that freedom.

admission system in response to party policies, rather than academic concerns.

At the University of Nairobi threats to academic freedom have been more due to governmental actions rather than party considerations, and more external to the university rather than campus-derived.

The most highly publicized case of denial of academic freedom in Kenya concerns Kenya's leading novelist: Ngugi was Thiongo. Ngugi was detained under President Moi's Emergency Regulations of 1977, detained because of his book, *Petals of Blood*, a critique of the sour heritage of independence? Or was he detained because of a play he had written in the Kikuyu language—the Kikuyu language—a play which was an even more radical critique of the regime in Kenya than was his last novel? The authorities never specified the reasons for the arrest or detention. In December 1978 the new president, Daniel arap Moi, released Ngugi. Messages of congratulations poured into Nairobi from culture lovers and lovers of literature from all over the world. The new president was showing signs of magnanimity.

And yet all was not over yet for Nguigi. He was not allowed to return to his associate professorship at the University of Nairobi. The evidence seems to indicate that the decision against Nguigi's resumption of his university job was made by the Government and not by the university. The example made of Nguigi might have deterred other Nairobi academics from making them more circumspect about what they write about or what they teach in their classrooms. It is likely to be sure about the indirect consequences of this, highly publicized denial of academic freedom to a member of the largest and most powerful ethnic group in Kenya, the Kikuyu. The example made of Nguigi, in spite of his international stature and "tribal" affiliation, who was now safe at the University of Nairobi?

scholar, mother, ideologue, radical, was reported to have been arrested and later released. And when in 1979 the International Political Science Association held its tri-annual world congress in Moscow, some Kenyan scholars were afraid even of applying for a Soviet visa. Any contacts with the Soviet Union, even for such an obviously western democratic country as the Soviet Union, were considered by the congress of the International Political Science Association as deemed to be politically risky in the new mood of anti-Soviet orientation in Kenya's ruling circles.

Academic freedom for the students in Kenya has also periodically been violated, sometimes by preventing them from leaving speakers of their own choice to address them

Mind you, there have been occasions when students have attempted to interfere with the freedom of other citizens in the course of their march on the ramparts in the streets of Nairobi or getting threateningly unruly on campus. The authorities have had to close down the universities almost "every day" since 1968.

But how much pressure for ideological conformity among the academic staff is there from within the university? For an ordinary lecturer, coming from his own tradition, there is less pressure for conformity in Nairobi than in Dar es Salaam. But political and ideological orientation becomes relevant when some one is asked to teach the official position of Chairman of a department.

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date was ideologically controversial. As for academic freedom, Uganda, this flourished quite well under the First Republic before Amin took over power. But it is argued that the last two years of the First Republic were the best for the university than the previous ones. Governmental informers in the classroom were a constant hazard for university teachers at Makerere especially in the arts and social sciences. The worst of these was in the late 1960s when Yusuf Lule, who later became President of Uganda. He once summoned me to his office at Makerere to inquire I had used President Milton Obote in a lecture on the Hobbes's concept of an absolute ruler. I accepted an absolute ruler. I had indeed have used local Ugandan illustrations in a lecture on Thomas Hobbes's *Leviathan*, but I was surprised that the authorities in Uganda had reacted so strongly enough to complain to me.

Under Idi Amin the fear of informers in the classroom became even more acute. The risks of being in disfavor with the Government had after all increased. And when in 1962 the Government of Uganda was openly taken away from the campus to be murdered, no one felt safe after that.

The fear of informers at Makerere was sometimes connected with the activity of a Ugandan professor or an African lecturer, or even a Kakwa or Nubian student in the class; the irresistible inference was that the student was a spy or informer. An additional layer in the fear was soon created in the classroom.

When I was myself agonizing whether to remain in Uganda in the wake of the murder of the vice-chancellor I called a departmental meeting (I was, at the time,

head of the department of political science). I was going on leave to the United States and needed advice as to whether I should return. I was told, "Come back, but don't do anything but writing and shuttling up." Should I stop issuing circulars if I was in disagreement with particular matters of policy in Uganda? Should I stop giving extramural lectures? Should I stop writing articles or books about Uganda? Should I stop teaching in the evening school and political science classes? Should I stop writing in Uganda? There were a lot of questions among my colleagues who wanted me to "shut up" on all the fronts. They had a right to say so, but for under 100 Americans there was such a thing as an

by association. If the chairman of the department was in, disavowal of the association with the department was under suspicion.

Could I "shut up" in all the senses—and still be All Muslim? I agonized over this on my sabbatical leave in the United States. I decided: Could I not be out indefinitely from Makerere until it ceased to be necessary for me to "shut up"?

In the end the realities of the situation could not be circumvented. I returned to Makerere, and the Institution which I loved so dearly. The absence of academic freedom in Uganda had contributed to a brain drain to the West!

The author is professor of political science and director of the Centre for Afro-American and African Studies at the University of Michigan. He is seconded to Makerere by the Strickland-Galtieri-Rufin Fund.

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## Autism

Autism: new directions in research and education  
edited by C. D. Webster, M. M. Konstantareas, J. Osnan and J. E. Mack  
Fergamson Press, £11.25  
ISBN 0 08 025083 1

In 1943 Leo Kanner first described a number of children whose condition differed markedly from the usual picture of mental retardation. These children shared a number of common characteristics which he maintained, formed "a unique syndrome not heretofore reported". Among the symptoms he noted were severe language delay, an obsessive desire for sameness, and ritualistic and repetitive activities. The children were not socially or subnormal intelligent, and indeed many were particularly gifted in areas such as music, drawing, arithmetic and long-term memory. They were, however, grossly abnormal in their social development and in their extreme withdrawal and isolation which resulted in the use of the term "autistic". Since Kanner's description of autistic children the condition has become widely recognized although knowledge of what causes the disorder and how it may be treated remains limited.

In this book, which is a collaboration between professional authors and parents, Dr Webster and his colleagues set out to explore the disorder from the differing points of view of families, researchers, clinicians and of the autistic child himself. They begin with an attempt to clarify the main characteristics of autism and then by combining the results of experimental studies with reports from parents they succeed in conveying too clearly the problems of having an autistic child.

Often thought to be a rare syndrome autism is in fact as common as blindness, and the parallel between the behaviour of an autistic child and that of a blind or otherwise sensorily deprived child are alluded to throughout this book. Such a comparison not only helps the reader to appreciate the extent of the child's problems; it also suggests ways of dealing with the handicap. The system of communication training described, for example, owes much to the work of Anne Sullivan with Helen Keller. The authors also make use of behaviour modification techniques in their work with families. Unlike more fervent advocates of behavioural treatments, however, they acknowledge that not all families can benefit initially from such a direct approach and that in some cases the parents' emotional and social needs may be more pressing than the treatment of their child.

In the final sections of the book the authors describe the advances and limitations of the programmes to increase social and personal skills, and in particular to develop natural communication. Again, although the benefits of these procedures for some children are emphasized, it is made clear that not all children respond equally well. Many questions remain to be answered about the varied response of autistic children to treatment, and the authors carefully discuss these before and after showing training together with the appropriate experimental procedures are fully discussed.

In summary this is a book which despite its rather fragmented style succeeds admirably in conveying to the reader the extent of the handicap in autism. It is accepted that no universal solution exists to the problems of autistic children, but the authors' flexibility and honesty of their approach the authors are able to give a great deal of encouragement and guidance to all those involved with autistic children: it is no easy task, writing on a topic of this nature, for it is a topic which will be equally accessible to clinicians, research workers and parents, and the editors are to be congratulated on the success of this venture.

Patricia Howlin

P. A. Howlin is lecturer in clinical psychology at the University of London's Institute of Psychiatry.

## BOOKS

## Learning selflessness

Altruism, Socialisation and Society  
by J. Philippe Rushton  
Prentice-Hall, £11.00  
ISBN 0 13 03408 7

As the title of this book suggests, it raises the question as to whether the altruistic attitude can be taught as well as caught. The SED defines altruism as "regard for others as the principle of action": as such it is the antithesis of selfishness. This is an important matter for all educators, but for Dr Rushton, altruism is the central problem facing society today, and he argues forcefully that we must view the family and educational milieu as situations in which selfishness must be combated and altruism learned.

All but the most case-hardened sceptics will grant that a wider practice of altruism will make the world a happier place. For altruistic persons are generous, they help and cooperate with others, they are friendly, they respect the ground rules for civilized behaviour, they delay immediate gratification and are relatively free from fear in the face of the evidence of violence and other inhumanity, as presented by the mass media. Yet Dr Rushton sees altruism as necessary not only

for the greater happiness of society, but also for its very survival, as one must grant that there are features of his Canadian society and of British society which underlie his claim.

Our young people face long-term unemployment in a world of contracting resources, of conventional energy and materials. The established patterns of reciprocal relationships within the western family is threatened; in many cases it is disintegrating and no one knows what will replace it. Moreover, some of our institutions and social conventions are questioned or disregarded. One result of this is a temptation to put self-interest first, to be unconcerned about the needs and rights of others and to exhibit the quality of altruism that is so essential to our survival. So can we do anything to foster the altruistic attitude?

Is the achievement of altruism merely a natural process like growing taller? Or is it learnt, and if so, can we deliberately set out to teach it? We know from the work of Piaget, Kohlberg et al. that cognition and moral judgement mature over many years, and that

continued opposite

## A primeval world

A Textbook of Psychology  
edited by John Radford and Ernest Govier  
Sheldon Press, £25.00 and £8.50  
ISBN 0 85999 321 X and 170 5

This should have been a major publishing event. The first major British textbook of psychology for 10 years, written and edited by a team of 12 North East London Polytechnic lecturers, and based on their collective teaching experiences, aimed at A level and first-year undergraduate students of psychology.

The book has indeed several very positive points, most obvious of which is the hundred-page section devoted to experimental design, statistics and tables of significance. Jeremy Coyle is to be congratulated on producing this clearly laid out section in a way which will not alarm the beginning student.

The editors have also attempted to impose an overall, easily-comprehended style upon their authors in the other chapters, and writing an introductory text which is not overladen with technical terms and parochial concerns cannot be easy. There comes, however, a point where, as a result of this policy, the language loses precision and authority.

History, it seems, is the ism's major enemy, and the lack of reference to the development of psychology since the 1960s is the book's major and underlying weakness. If one is looking for a textbook which shows students how the major concerns of the discipline evolved, this may be the book to avoid. But an up-to-date work this clearly is not; it represents, with only a very few exceptions, a picture of psychology as it was in the 1960s, a period which, as their partial biographies indicate, corresponds exactly with the authors' own undergraduate years. Indeed, I discovered that by reading each author's chapter, I could predict their date of graduation to within a couple of years.

Considering the changes that have occurred in the subject in the past 20 years, it is somewhat startling to find oneself once more faced to face with early Chomskian linguistics, accounts of race prejudice which pre-date the 1960s, and the first formulations of attribution theory and psychoanalytical animal behaviour. In their introduction the editors state candidly: "This book is rather like what you would get if you were taught psychology by the authors, who have had, between them, quite enormous experience of teaching a variety of subjects. This does not mean that this book is the last word."

Christopher Spencer

Dr Spencer is lecturer in psychology at the University of Sheffield.

## BOOKS

## Interaction

Social Interaction and Cognitive Development in Children  
by Anne-Nelly Perret-Clermont  
Academic Press, £14.80  
ISBN 0 12 551950 8

According to Geneva lore, Piaget first carried out his investigations and then went back to look at what other people had written on the topic. His account of the mechanisms for cognitive development scarcely differs from his own practices. The child experiments with reality and reaches his own conclusions about it. Other people's views are held to have a marginal impact because they will only be understood to the extent that they fit into the framework already constructed by the child.

Despite her Geneva background, Perret-Clermont has investigated the theory that social interaction can help the child by providing examples of a conflict between his own judgment and that of other people, or between the course of action that he would take and that which someone else might take to reach a mutually agreed goal.

She describes a series of experiments designed to elicit the effect of such conflicts. For example, children who did not appreciate the conservation of volume were asked to divide some fruit juice equally between two other children. To provoke discussion among children, one glass was taller and thinner than the other. Consequently, the child who had not grasped the notion poured out juice to the same height but of different amounts in each glass. If the other two children offered conservation, they typically offered a spirited reaction to this unfair division.

Afterwards, children who had been exposed to such feedback were more likely to appreciate conservation than those who had divided the juice between two non-conservers. Moreover, the children who understood the concept of conservation did not simply parrot the arguments of their critics, they invented new ones of their own. Hence, Perret-Clermont concludes that a child's view of himself, rather than merely to conform to a child who is more articulate or cogent than himself. The final experiment attempts to drive this last point home. If a child hears from his classmate that he might even benefit from a partner producing different or less advanced arguments. The last experimental chapter provides some evidence in this direction.

Perret-Clermont ends with a sociological plant. Working-class children benefited more from this social interaction than middle-class children. Hence, she recommends that compensatory education might profit from the use of peer interaction.

Perhaps the major contribution of the book is an unexpected one. All too often, social psychologists have emphasized the homogeneity of the group and the role of the individual within a group. Perret-Clermont has shown, at least for tasks with a non-arbitrary solution, that group interaction can produce different results. On the other hand, the book does not fulfil the inflated promises set out in the foreword by Willem Dols. It does not demonstrate the thesis that cognitive coordinations of individuals are the foundations of social cognitive coordinations. It only shows that the former may provide a setting for the latter, rather than a precondition. Nor does it forge any clear line between standard Piagetian findings and the sociology of class differences in educational attainment. Conceivably, families vary according to social class in the degree to which they expose children to clashes of opinion over moral or less objective problems, but there is no evidence in the book demonstrating such a link in a direct fashion.

Paul Harris

Paul Harris is lecturer in social psychology at the London School of Economics.

## Advice to teachers

The Teaching of Psychology: method, content and context  
edited by John Radford and David Lee  
Wiley, £14.00  
ISBN 0 471 27665 0

It is a sign of the times that we are becoming increasingly self-conscious about teaching methods in higher education. We no longer take it for granted that teaching is merely a matter of an informed person telling an uninformed person what he knows, and that the lecture method is the obvious and sole technique to be employed for this purpose. The past two decades have probably seen far more experimentation in teaching methods than the past two centuries, and though not all such experiments have been successful (consider the very recent vogue for teaching machines) how many of these can still find? The idea that teaching is an activity to be studied, experimented with, and refined just like any other aspect of human behaviour has stuck and is now gradually producing a growth of knowledge. We even begin to see the idea that teachers in their education should be taught how to teach.

How to teach depends on a great many factors, and any attempt to lay out the first to take into account is therefore extremely tentative. It is therefore extremely tentative to devote a book specifically to the teaching of psychology. The many sentences containing phrases such as "one might do this" or "one could do that" show only too clearly what a highly subjective activity teaching is, and though the value of a book like this is in the perspective which it provides on the teaching of psychology, it is also a book which is bound to be a disappointment to those who expect a more definitive answer.

This is especially so because most of the authors describe the "what has been" and the "what is" situation in their field, and only a very few properly address themselves to "what will be". The principal reason for reading such a book is to find out what direction the teaching of psychology is taking, so it is perhaps particularly regrettable that the editors do not give us a concluding chapter that provides us with some sense of the future. The changes there will surely be: we need to face the challenge of integrating practical experience with academic learning even at the undergraduate level; we must ensure optimum use of the many technological innovations that are becoming available in increasing numbers as aids for the teacher; and above all we must make use of psychology itself to shed more light on the teaching-learning process, and provide guidance based on scientific analysis rather than on human intuition.

R. H. Schaffer

R. H. Schaffer is professor of psychology at the University of Strathclyde.

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## IOWA

CENTRAL UNIVERSITY OF  
THE UNIVERSITY  
LECTURERSHIP IN HISTORY

Applications are invited for a Lecturer in History. The Lecturer will be required to teach the application and use of history in medical and medical science undergraduate and postgraduate courses.

The Lecturer will also be required to teach the application and use of history in medical and medical science undergraduate and postgraduate courses.

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## OXFORD

THE UNIVERSITY  
LECTURERSHIP IN ENGLISH  
LITERATURE

Applications are invited for a Lecturer in English Literature. The Lecturer will be required to teach the application and use of English literature in medical and medical science undergraduate and postgraduate courses.

The Lecturer will also be required to teach the application and use of English literature in medical and medical science undergraduate and postgraduate courses.

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The Lecturer will also be required to teach the application and use of English literature in medical and medical science undergraduate and postgraduate courses.

LADY MARGARET  
HALL

Oxford OX2 8QA  
Telephone 0855 54353

The Governing Body invite

applications for a

SUSSETTE TAYLOR

TRAVELLING FELLOWSHIP

tenable for one year

from October, 1981

Open to women graduates of any University in any branch of study. Further particulars from the College Secretary, Lady Margaret Hall, Oxford OX2 8QA, closing date for completed applications 18 February, 1981.

LADY MARGARET  
HALL

Oxford OX2 8QA  
Telephone 0855 54353

The Governing Body invite

applications for a

FLOREY RESEARCH

FELLOWSHIP

tenable for three years

from October 1981

Open to women graduates of post-doctoral standing, working in a field related to medicine. Further particulars from the College Secretary, Lady Margaret Hall, Oxford OX2 8QA, closing date for completed applications 1 April, 1981.

LADY MARGARET  
HALL

Oxford OX2 8QA  
Telephone 0855 54353

The Governing Body invite

applications for a

TALBOT RESEARCH

FELLOWSHIP

tenable for two years

from October 1981

Open to men and women graduates of any University in any branch of study, who are post-doctoral. Further particulars from the College Secretary, Lady Margaret Hall, Oxford OX2 8QA, closing date for completed applications 15 January, 1981.

## BELFAST

THE QUEEN'S UNIVERSITY  
ACADEMIC COLLEGE  
RESEARCH FELLOWSHIPS  
STUDENTS 1981-82

The following research fellowships are available for 1981-82.

YORKSHIRE AND  
VIRGINIA  
Candidates are invited to apply for the following research fellowships.

Further particulars and application forms may be obtained from the College Secretary, Lady Margaret Hall, Oxford OX2 8QA, closing date for completed applications 15 January, 1981.

## LIVERPOOL

THE UNIVERSITY  
RESEARCH FELLOWSHIPS

The University is offering a number of research fellowships in the following areas:

Further particulars and application forms may be obtained from the College Secretary, Lady Margaret Hall, Oxford OX2 8QA, closing date for completed applications 15 January, 1981.

## Polytechnics

LECTURER GRADE II/  
SENIOR LECTURER IN  
BUSINESS ORGANISATION  
(£6,012-£11,295)

Required to contribute to BA (Hons) course

in Business Studies.

Applicants should possess a degree in Business Studies, Economics or related disciplines

and have industrial and/or teaching experience.

A further degree in Management or Business Administration would be an advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham NG1 4BU, closing date 12 December, 1980.

TRENT  
POLYTECHNIC  
NOTTINGHAM

LECTURER II IN QUANTITATIVE METHODS  
DEPARTMENT OF MATHEMATICS:  
STATISTICS & OPERATIONAL RESEARCH  
HEADS OF DEPARTMENT GRADE V  
£12,942-£14,382

Applications are invited for two posts, one in Mathematics, the other in Statistics and Operational Research. These posts have been created in a restructuring of the Department, to provide additional staff in a large department of 54 staff.

Being date 18 January.

LECTURER II IN QUANTITATIVE METHODS  
£6,012-£9,702

Safely qualified and experienced people required. This post is primarily for teaching within the faculty of Business and Management.

Further details and form of application from the Personnel Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU, closing date 12 December, 1980.

## DUNDEE COLLEGE OF TECHNOLOGY

Applications are invited from candidates with appropriate qualifications in quantity surveying for the post of

HEAD OF DEPARTMENT OF  
SURVEYING & BUILDING

The College is a Scottish Central Institution and has a substantial

teaching staff of 100. The Department of Surveying and Building is responsible for a quantity surveying

course in building. The person appointed must be eligible for a

senior lecturer post and should have appropriate academic standing

and relevant professional and/or research experience. The salary is

£12,942-£14,382 per annum. Further details and form of application from the Personnel Officer, Dundee College of Technology, 261 Dundee D01 1AB, closing date 12 December, 1980.

## NEWCASTLE UPON TYNE

THE POLYTECHNIC  
SCHOOL OF ECONOMICS  
LECTURER II OR SENIOR  
LECTURER

The School of Economics

is seeking to appoint a Lecturer II or Senior Lecturer in the

field of Banking and Finance. The person appointed must be eligible for a senior lecturer

post and should have appropriate academic standing and relevant

professional and/or research experience. The salary is £12,942-£14,382

per annum. Further details and form of application from the Personnel Officer, Newcastle Polytechnic, 100 Leazes Road, Newcastle NE1 7RU, closing date 12 December, 1980.

## THE POLYTECHNIC OF WALES

Department of Business & Administrative Studies  
(Division of Marketing)

LECTURER II/SL  
IN BUSINESS POLICY

Salary: £9,012 to £11,295

The Marketing Division has a substantial

teaching staff of 100. The Department of Business and Administrative Studies is responsible for a

course in business policy. The person appointed must be eligible for a

senior lecturer post and should have appropriate academic standing

and relevant professional and/or research experience. The salary is

£9,012-£11,295 per annum. Further details and form of application from the Personnel Officer, The Polytechnic of Wales, 100 Leazes Road, Newcastle NE1 7RU, closing date 12 December, 1980.

## SUNDERLAND

THE POLYTECHNIC  
FACULTY OF SCIENCE  
DEPARTMENT OF  
COMPUTER STUDIES

LECTURER II/SENIOR  
LECTURER

Applications are invited for a Lecturer II or Senior Lecturer in the

field of Computer Studies. The person appointed must be eligible for a

senior lecturer post and should have appropriate academic standing

and relevant professional and/or research experience. The salary is

£12,942-£14,382 per annum. Further details and form of application from the Personnel Officer, Sunderland Polytechnic, 100 Leazes Road, Newcastle NE1 7RU, closing date 12 December, 1980.

## SUNDERLAND

THE POLYTECHNIC  
FACULTY OF SCIENCE  
DEPARTMENT OF  
COMPUTER STUDIES

LECTURER II/SENIOR  
LECTURER

Applications are invited for a Lecturer II or Senior Lecturer in the

field of Computer Studies. The person appointed must be eligible for a

senior lecturer post and should have appropriate academic standing

and relevant professional and/or research experience. The salary is

£12,942-£14,382 per annum. Further details and form of application from the Personnel Officer, Sunderland Polytechnic, 100 Leazes Road, Newcastle NE1 7RU, closing date 12 December, 1980.

## LIVERPOOL

THE POLYTECHNIC  
FACULTY OF ART  
AND DESIGN  
DEPARTMENT OF HISTORY  
OF ART AND DESIGN

LECTURER II (£6,012-£9,702)

Lecturer in Design History

with particular reference to the

history of the decorative arts and

interior design. The person appointed must be eligible for a senior lecturer



## Colleges and Institutes of Technology

## SURREY EDUCATION COMMITTEE

North-East Surrey College of Technology  
Reigate Road, Ewell, Surrey KT17 3DS  
North-East Surrey College of  
Technology/University of Surrey  
Department of Applied Social Studies/  
Department of Human Biology and Health

Senior Lecturer in  
Nursing Studies

(Joint Appointment)

Applications are invited for the post of Course Director,  
to the new post-registration honours degree course in  
Nursing Studies which is being offered by NESCO  
from September, 1981. The degree is to be validated  
by the University of Surrey.

Candidates must be registered nurses, holders of a  
relevant university degree, and have been involved in  
postgraduate research. Experience of course  
administration in an institute of higher education would  
be an advantage.

Salary: Senior Lecturer, £8,952 to £11,295 per annum,  
plus £213 per annum London Fringe Allowance.  
Generous relocation expenses in approved cases.  
Stamped addressed envelope, please, for further  
particulars and application form from the Vice-Principal,  
Nescol.

## Colleges and Departments of Art

DORSET COUNTY COUNCIL  
BOURNEMOUTH AND POOLE COLLEGE OF  
ART AND DESIGN

Royal London House, Lansdowne  
Bournemouth  
Telephone: 0202 20772

RE-ADVERTISEMENT  
HEAD OF SCHOOL  
FASHION DESIGN

Applications are invited from persons who have  
the appropriate qualifications and significant  
professional experience, and show evidence of  
an ability to coordinate and develop the work  
of the Department.

**SALARY:**  
Burnham Technical Scale (Principal Lecturer)  
£10,509-£13,245 Bar point at £11,712.

## Administration

## Contemporary Dance Trust Ltd

Wishes to appoint as

## EDUCATION OFFICER

An Education Officer is required to be responsible for the  
educational extension work of the Contemporary Dance Trust  
and London School of Contemporary Dance, including liaising  
with schools, colleges and universities, developing a  
range of teaching aids and undertaking other educational projects.  
Reference will be required to a suitable person who has experience of work  
in education and a knowledge of dance.

Further particulars may be obtained from Jack Norton, The Place,  
17 Duke's Road, London W8M 8AS.

## UNIVERSITY OF EAST ANGLIA

Norwich

Applications are invited for the

post of

ESTABLISHMENT OFFICER

The post is concerned with the

administration of the

University of East Anglia

and is a full-time position

requiring a degree in

Education or a similar

qualification and

experience in the

field of education

management. The

post is a full-time

position and the

successful candidate

will be required to

attend to the

day-to-day

administration of

the University of

East Anglia.

Applications should

be sent to the

Post Office Box

100, Norwich

MANCHESTER  
THE UNIVERSITY

## ADMINISTRATIVE ASSISTANT

Applications are invited for

a post in the Registrar's

Department from candidates with

a good Honours Degree or a

Higher Degree.

Salary: £5,000 per annum

plus £1,000 London Fringe

allowance. Applications should

be sent to the Registrar,

The University of Manchester,

Oxford Road, Manchester

M13 9PL. Quote

Ref: 1/80 11/80.

## Awards

## The Leverhulme Trust

RESEARCH AWARDS  
ADVISORY COMMITTEE

## INDIVIDUAL AWARDS FOR 1981

## STUDY ABROAD STUDENTSHIPS

Studentships for 1 or 2 years advanced study or research at a centre  
of learning in any part of the world except the U.K. or U.S.A.  
The awards comprise an allowance of £3,000 a calendar year for  
maintenance plus return air passage, baggage allowance and internal  
travel expenses. Additional allowance at the discretion of the Com-  
mittee for an accompanying spouse (up to £200 a year), for countries  
with an exceptionally high cost of living, and a contribution towards fees  
if exceptionally high.

Applicants must be first degree graduates of a U.K. university,  
holders of G.N.A.A. degree or equivalent education in the U.K.,  
have been at school in the U.K. or the Commonwealth, be normally  
resident in the U.K. and under 30 on 1st October 1981.

Candidates must be available for interview in London in April.  
Closing date for applications (Form SAE 2): 5th January 1981.  
Application forms and further information from The Secretary,  
Research Awards Advisory Committee, The Leverhulme Trust, 15-19  
New Fetter Lane, London EC4A 3NF. Telephone: 01-422 8982.

## OXFORD

## THE UNIVERSITY

## MILNE-NEED SCHOLARSHIPS

Applications are invited for

the Milne-Need Scholarships for

study at Oxford for a higher

degree or second degree in

any subject. The scholarships are

awarded to students of exceptional

talent and are open to students

of any nationality. The

scholarships are awarded for

the duration of the course of

study. The value of the

scholarship is £1,000 per

annum. Applications should

be sent to the Secretary,

Milne-Need Scholarships,

The University of Oxford,

1, Wellington Square, Oxford

OX1 2JG. Tel: 01865 275000.

Ref: 1/80 11/80.

## Research Posts

## The MSD Foundation

## RESEARCH INTO DR-

## PATIENT COMMUNICATION

The MSD Foundation produces

educational materials used in the

teaching of General Practitioners.

The Foundation is currently an-

nounced to the development of

video-tape programmes to teach

communication skills. The

major interest is in the teach-

ing of the communication in Gen-

eral Practice. The Foundation

wishes to appoint a graduate to

develop the effectiveness of

the programme. The research

will involve developing, testing

and analysing doctor-patient

communication and the application

of these methods to the evaluation

of training. Applicants should

have experience in the analysis

of social interaction and have

skills in statistical analysis.

The successful candidate will be

employed on a full-time basis

for a period of 12 months. The

salary will be commensurate with

qualifications and experience. There

will be an opportunity to pursue

a higher degree. Further details

and application forms are available

from Mrs. J. R. Wills, MSD Founda-

tion, 15-19 New Fetter Lane, London

EC4A 3NF. Tel: 01-422 8982.

Ref: 1/80 11/80.

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Holidays and  
AccommodationFRENCH MEDITERRANEAN - PV-  
RIMES, Near Forde Holiday and  
Study Centre. Brochure: 7  
Pence. Class. Banbury, Oxon.  
105th, 106th.

## LONDON NWS

THE POLYTECHNIC OF  
LONDONDEPARTMENT OF  
EXTENSION STUDIES

## RESEARCH ASSISTANT

Applications are invited for

the post of Research Assistant

in the Department of Extension

Studies. The post is concerned

with the investigation into the

social function of the

university. The successful

candidate will be expected to

assist in the collection and

analysis of data. The post is

a full-time position and the

salary is £5,000 per annum.

Applications should be sent to

The Secretary, Department of

Extension Studies, The Polytechnic

of London, 100, Finsbury

Square, London EC2A 4PU.

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## Librarians

## DYFED

## THE NATIONAL LIBRARY OF

## ABERYSTWYTH, DYFED BY23 3SU

## APPOINTMENT OF READER

## OF NAUARCHY AND

## RECORDS

The present holder of the

post, retiring on 31st March

1981, is invited to tender for

the post of Reader in the

National Library of Aberystwyth.

The successful candidate will

be expected to enter upon his

duties on 1st April 1981.

The salary scale will be

£11,000 to £14,000 per annum.

The successful candidate will

be expected to enter upon his

duties on 1st April 1981.

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£11,000 to £14,000 per annum.

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duties on 1st April 1981.

The salary scale will be

£11,000 to £14,000 per annum.

The successful candidate will

be expected to enter upon his



## General Vacancies

## Classified information.



## Pass it on.

The principles of electronic warfare. How the RAF uses the silicon chip. The fundamentals of modern engine technology. These are the kind of subjects that would be on your syllabus as an Education and Training Officer in the Royal Air Force. And you'll find that you'll be teaching these subjects in almost ideal conditions.

You'll have the best instructional aids at your disposal. You'll have small classes, generally of around 20 people, ranging from young apprentices and technicians at our schools of technical training to officers on post-graduate courses. And you'll find that those people will be really keen to learn.

But being an Education Officer in the Royal Air Force means doing a lot more than just teaching.

Since you'll be teaching very advanced technology, you'll have to learn much of it at first hand. You'll work closely with our other Education Officers and benefit from their experience. You'll go through the latest publications with a fine toothcomb. And help decide which information should be built into the various courses.

You might visit the research and development departments of both the RAF and our equipment manufacturers. Then, as well as all this, you'll have the varied responsibilities and rewards that go with being an RAF officer.

It's a demanding career, we admit. But the people we're looking for probably wouldn't want it any other way.

If all this has aroused your interest, we'd like to hear from you. We'll discuss with you and explain it all in more detail. We'll tell you about the sports facilities and the social life. We'll give you the details of our gratuity-earning Short Service Commissions which range from 3 to 6 years and also of the 16-year pensionable commission. Then, if you apply and are accepted, we'll ask you to join us on a starting salary which could be as much as £8,713 p.a. depending on your qualifications and experience.

**QUALIFICATIONS:** You may apply to be an Education and Training Officer if you have never taught but hold an HNC together with a GCE A level in English and/or Mathematics or a degree in a relevant subject. Or if you have a degree in a relevant subject and a GCE A level in English and/or Mathematics. Or if you have a degree in a relevant subject and a GCE A level in English and/or Mathematics. Or if you have a degree in a relevant subject and a GCE A level in English and/or Mathematics.

Please enclose a separate note listing your present and/or intended qualifications. Formal application must be made in the UK. Upper age limit is 38.



After a major internal reorganization and appraisal of priorities, the NATIONAL UNION OF STUDENTS seeks external applicants for the following vacancies:

Three posts in the Union's new London-based, 12-person Research and Policy Department.

## WELFARE CASEWORKER

To devise and operate systems for efficiently handling general welfare enquiries and routine casework—(Salary SAG).

## INTERNATIONAL OFFICER

To be involved in research related to the European and international aspects of the work of NUS and maintain contact with other NUSes—(Salary SAG).

## OVERSEAS STUDENT OFFICER

To research and disseminate information and handle a limited amount of casework on specialized areas relating to overseas students—(Salary SAG).

Five posts in the Union's new Development and Training Department:

## THREE REGIONAL OFFICERS

To be based in Birmingham, Bristol and Hatfield (Herts). They will require proven negotiating and communication skills, be able to drive and have a knowledge of the student unions and local education authorities—(Salary RO).

## TWO TRAINING OFFICERS

(Based in London)  
To organize and develop the Union's membership, executive and staff training schemes. Applicants must have previous training experience and be able to devise and make their own training aids. (Salary SAG.)

Salary Scales (Subject to final negotiation)  
RAO—Senior Administrative Grade (Maximum starting—£5,325)  
RO—Regional Officer (Maximum starting—£5,325)  
RAO—Regional Officer (Maximum starting—£5,325)

**FULL DETAILS AND APPLICATION FORMS** (which must be completed and returned by Tuesday, 10th December, 1980) are available by writing in writing, enclosing a large self-addressed envelope (24cm x 35cm) to: 2 Appointments Section, National Union of Students, 3 Rindale Street, London WC1H 0DU



## WARRINGTON

NATIONAL CENTRE OF TECHNOLOGY TRANSFER  
A UNIQUE OPPORTUNITY IN TECHNOLOGY TRANSFER

The National Centre of Technology Transfer (NCTT) is a unique opportunity for those who are interested in the transfer of technology from the laboratory to the marketplace. The NCTT is a non-profit organization which is dedicated to the promotion of technology transfer and the development of new businesses.

As a member of a course, you will receive a comprehensive package of materials, including a copy of the NCTT Handbook, a copy of the NCTT Directory, and a copy of the NCTT Newsletter. You will also receive a copy of the NCTT Handbook, a copy of the NCTT Directory, and a copy of the NCTT Newsletter.

The NCTT Handbook is a comprehensive guide to the NCTT and its activities. It contains information on the NCTT's aims and objectives, its structure and organization, and its activities and achievements. The NCTT Directory is a comprehensive list of the NCTT's members and their contact details. The NCTT Newsletter is a regular publication which contains news and information about the NCTT and its activities.

The NCTT Handbook, Directory, and Newsletter are available for purchase at a special price of £10.00. To order, please contact the NCTT at the following address: National Centre of Technology Transfer, 100, The Quadrant, Warrington, Cheshire, WA1 1AB.

## REMINDER

Copy of classified advertisements in the T.H.E.S. should arrive not later than 10.00 a.m. Monday preceding the date of publication

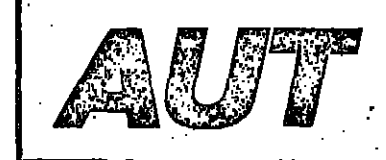
## Union view

## Tenure: the issue that won't go away

I make no apologies for returning again to the question of tenure in universities. The Select Committee on Education, Science and the Arts in its recent report on higher education has made a recommendation that there should be a recommendation of tenure for posts within the university system. The Public Accounts Committee in its 34th report has also made reference to tenure and, of course, this was discussed at a meeting of the Committee of Vice-Chancellors and Principals in Edinburgh a couple of months ago with some hair-raising reports of the discussion that took place.

In a speech to the CVCP the chairman of the University Grants Committee said that the committee does not regard the preservation of academic jobs as its top priority. However, whatever body discusses this topic, there are always views formulated without any real knowledge of the background of tenure in the university system and thus the conclusions reached must be always suspect. Let us, therefore, try and clear the matter up once and for all.

First tenure which is really another name for security of employment within a particular area of the university is something that many public sector unions just would not tolerate and the sooner the universities get down to the job by limiting their own temporary fringe by means of establishing reasonable career prospects, the better for the university system as a whole. It is perhaps not realized that many (but not all) academics who are heavily exploited and are expected to carry



Indeed in some of these areas there are often agreements with the Trade Unions concerned limiting the size of the temporary fringe to a small fixed percentage. The reasons for this are to protect the conditions of employment of the majority of staff since with large numbers of temporary staff constantly changing, it is difficult to build up a cohesive effort to defend, protect and improve working conditions. The size of the percentage of non-tenured staff in the university is something that many public sector unions just would not tolerate and the sooner the universities get down to the job by limiting their own temporary fringe by means of establishing reasonable career prospects, the better for the university system as a whole. It is perhaps not realized that many (but not all) academics who are heavily exploited and are expected to carry

out heavy research and teaching loads on remuneration or on conditions far worse than those enjoyed by tenured staff.

Having said that let us now look at why tenure is important in the university field. One of the basic features of the UK university system as opposed to university systems in many other parts of the world is that academic freedom, the exploration of new ideas, the freedom of criticism must be protected as one of the bastions of the kind of democratic society we would wish to continue to enjoy. Security of employment or tenure underpins this in a way that nothing else can. It means that a university lecturer can explore areas of research that may not fit in with the desires of the academic or administrative leadership in his or her institution. It means that university teachers can voice criticism of even the more senior colleagues in relation to their work without fear that retaliatory action will be taken.

This is absolutely fundamental and something that university teachers will defend at all costs. It is not only a matter of principle but a professional matter of the utmost importance. However, at the present time when there are over two million unemployed, there is a trade union aspect to all this. Universities are essentially composed of the people who work within their walls whether they be staff or students. We must fight against a situation where our members are thrown out to join the 3,000 academics already registered as unemployed and this we shall resist at all costs. As far as we are concerned, vice-chancellors and Select Committees can pontificate about tenure for as long as they like. Our response to them is to say look at the facts, look at the arguments and start thinking again.

Laurie Sapper

The author is general secretary of the Association of University Teachers.

## Wroughting, Wrighting and Reckoning



Christopher Price

Having disposed of higher education, the Select Committee is now turning to art—or rather the public and private funding of the arts. Simultaneously we are continuing the secondary school curriculum. So we are a Select Committee on Education, Science and the Arts. It is important not to neglect our remit—and of course one of the advantages of our autonomous Parliamentary Select Committee is that we can pick our own terms of reference. But of course it is one up to decide to scrutinize arts of the arts, but quite another to decide what they are.

The nearest definition I heard recently was that they consist of the subject matter of those examinations taken at O and A level which universities refuse to take into account as criteria for admission. I suppose the strict parliamentary definition is anything funded by Norman or John or Henry or Edward or the Arts Council and the British Film Institute. This is inadequate not just because it

leaves out the whole private sector and locally funded activities, but also because it is just the notorious activities of the Arts Council—like bricks at the Tate—which ordinary folk are tempted to reject as art.

Just because, unlike France, we have no fully-developed Arts Ministry in Britain, the task of keeping alive the torch of British culture tends to be in the hands of large Establishment bodies with wide responsibilities—the BBC, and a certain extent, the universities. The BBC's duty is to inform, educate, and entertain, and art somehow falls into all three areas of activity. It will be fascinating to find out—when they present us with some evidence—exactly how they think it does. It is already clear that the arts are less easy than any other government-funded activity for a Parliamentary committee to scrutinize. It is not so much an area of specific activity as a quality which permeates (or ought to permeate) every aspect of life.

Of course it doesn't. The Phillips argument in the British (and particularly English) character seems entrenched deep within the genetic make-up and won't change all that easily. A plausible explanation put at a recent conference was that it all goes back to a simple mistake: Sir William Curtis, an illiterate MP who is credited with first establishing Reading, Writing and Arithmetic as the three Rs in 1897. The whole tenor of the British educational curriculum—was actually misquoting the real, traditional three Rs of education, which were Reading and Writing, Reckoning and Figuring, in other words, literacy, numeracy and craft, in those essential proportions.

It is the downgrading within the curriculum of that artistic activity activated by the right-hand side of the brain: that is responsible, in some people's eyes, for the failure of the whole. On this theory the road to success in the artistic processes of mathematics, lies in greater, rather than less concentration on the creative ones of art and craft. I wish the HMI who recently published their report saying that

some of London's schools were enormously better than others had gone a little deeper into trying to find out the reason why. I suspect it may well have lain in the level of, not some negative discipline but of positive creative activities, perhaps meeting the school. I am only and that the main result of the present and future rounds of education cuts will be to put in jeopardy most of those creative activities with which the best secondary schools at the moment enrich the whole curriculum. The whole system of Leicestershire Community Colleges now seems at risk—something folk in education have come from far and wide to see over the past 15 years. Moreover in higher education the dearth of discretionary grants is making whole colleges of music and drama wonder whether they have a future at all. It is customary in times of recession to talk of cutting out unnecessary "fringe" activities. The accident of our Select Committee having responsibility for both education and the arts, and happy confluence of two simultaneous inquiries into both the curriculum and the arts, should make us throw some light on what are "fringe" activities and what are "central" ones.

I see the DES has reacted with commendable dispatch to the Select Committee's emphasis on continuing education by bringing out their own discussion paper on one aspect of the subject: post-experience vocational provision for those in employment. It is good that they are now giving far clearer advice to universities, local authorities and polytechnics about how to go about things. But, worrying that the whole tenor of the paper seems to be a desire to take general higher educational expenditure clean out of this area, and without putting it in so many words, lumber the whole cost on to the employers. It is not just that employers have been lumbered with an such of late (administering VAT, paying sickness benefit, exporting against a 20 per cent exchange rate, etc., etc., etc.) that it is unreasonable to expect them to take on substantial new burdens; or that the brutal truth is that most of them simply cannot afford at the moment to enter the area of post-experience training.

And, who is most serious about this announcement: is that the Government seem to be opting out of their responsibility to ensure that when the recession turns up the skilled manpower is there to cope with the increased demand.

## Don's diary

## Monday

Living over the Shop has both advantages and disadvantages; the small terraced house which is both my home and a far-flung office of Liverpool University's Institute of Extension Studies, is conveniently situated near to a large public library so I can make use of the photocopying machine and the reference collection on my doorstep, but the disadvantages become painfully apparent when, at 8.15 am, the telephone rings with a query from a student who wishes to enrol for a field course in Grizedale Forest. I explain that applications must be sent to the Institute in Liverpool—and resume my breakfast.

Crisis in mid-morning. A part-time lecturer who is due to give a Saturday school of Archaeology in Merseyside finds that he has to be in Oxford on that day and I am obliged to postpone the course. Urgent phone calls to cancel accommodation and to withdraw publicity from libraries, institutions and teachers' centres.

Most of the afternoon spent in routine administration. I write a course outline for a summer school and design pictorial covers for our duplicated publicity leaflets. In a contracting market I feel that our publicity must be attractive and eye-catching, but the exercise is time-consuming.

I represent the Institute at an evening meeting called by the BBC to announce plans for a local radio station in South Cumbria; because of financial stringency the new station will be a very modest venture indeed but in the past the broad-casting media have shamefully neglected this area so even the most modest plans are greeted with enthusiasm by local people. I suppose a quarter of a loaf is better than no loaf at all, and who knows, perhaps there will be opportunities to publicize adult education courses.

## Tuesday

Spend some time processing course fees and paying money into the university's account—a remarkably complicated procedure. After lunch I drive 45 miles to Lancaster for a meeting, stopping en route at a Grange over Sands and Silvestdale to deliver screens and projectors to our teaching centres. The meeting lasts longer than anticipated and I have to put my foot down to arrive in Liverpool in time for my 10.15 PM/University course on Saturday. We've run into certain problems. Yes, we will let you know when we've rearranged the date. At nine o'clock my part-time secretary arrives at the Institute to find me at a local arts centre. It is a pleasure to teach here; a lively and responsive class and a pleasant environment—and good coffee too!

## Wednesday

The phone rings at 8.30 am. "Hello. Yes, that's right. No, sorry we will not be running our 'Archaeology in Merseyside' course on Saturday. We've run into certain problems. Yes, we will let you know when we've rearranged the date. At nine o'clock my part-time secretary arrives at the Institute to find me at a local arts centre. It is a pleasure to teach here; a lively and responsive class and a pleasant environment—and good coffee too!"

We make a start but are soon interrupted by the telephone. The Institute informs us of a change of dates for our course. It is a pleasure to teach here; a lively and responsive class and a pleasant environment—and good coffee too!

At noon I dash off to Morecambe for an afternoon class in a sea-front hotel. On arrival I look for a notice which never failed to amuse me last session: it read: "Anyone found using their own teabags in their rooms will automatically have the kettle withdrawn." Sadly, it is no longer in evidence—perhaps the erring guests have seen the news of their ways—and I despondently set about reorganizing the chairs in the residents' lounge.

## Thursday

I have promised to give a public lecture for the National Trust in the Royal Festival Hall and hope that this morning I can find time to plan the lecture and sort the slides but instead I find myself involved in accommodation problems in Lancaster. To Coniston for an evening lecture. I am surprised and pleased to find 40 people enrolling for my Viking Scandinavia course; perhaps it is a reflection of the Scandinavian influence on the dialect, place-names and customs of the Cumbrian fells. Anyway, I like to think so.

Our glass library is eagerly sought out and well over half the books are borrowed on the first night. Let no one underestimate the enthusiasm and interest of our adult students; they would be difficult to match in any undergraduate course. Moreover, the social mix of these classes is fascinating; far from being dominated by the well-heeled middle classes, our enrolment represents a fair cross-section of society. In one of my recent classes in a small, remote community, the register included the names of the village postmaster, several farmers and their wives, a quarryman, a forestry worker, a National Park ranger, two school teachers, a prison officer, and an internationally known medieval historian who was spending a period of study leave in the area.

## Friday

Catch the 7.35 am train to Liverpool. Now that British Rail has introduced a through service to Lime Street I am spared the draughty wait on Preston station. Arrive by 10.05 in time for a quick coffee and a staff meeting. Home again by the early afternoon train and then on by car to Dunnerdale to give a "public relations" lecture at a Women's Institute meeting. Jerusalem and me! My introduction is somewhat better than the one I received at a local history society recently; there I was announced as "Dr. Rollinson who writes books about the Lake District. If you haven't read them you can borrow them from the public library."

## Saturday

Chair a joint Liverpool-Newcastle day school at Blackholes, the National Park Centre on the shores of Windermere. What a splendid place, this is an interpretative centre combining instruction, education and entertainment. The course is entitled *Sheep in Britain* and the lecturer, a retired scientist, is able to fire the students with his own enthusiasm. During the first session, the questions from teachers, naturalists and ecologists give an indication of the success of the school. A splendid day and I am grateful for the help we have received from the Blackholes management. Home in time for a late tea.

## Sunday

Sunday is the day I normally spend assembling my notes and slides for next week's courses but today I have promised to take the Dalton Local History Society on an excursion to Kendal. The day is fine and the turnout is a good one; we spend the pre-lunch session examining the urban pattern and the vernacular architecture of this attractive market town. After lunch I conduct the group through the delightful Museum of Lakeland Life and Industry. One elderly gentleman quietly confesses to me that although he thought he knew Kendal well, he has only now had his eyes opened. For me that is reward indeed!

W. Rollinson

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